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ABSTRACT

The goals of the 1984 Council for Intercultural Studies and Programs (CISP) and Global Perspectives in Education (GPE) study were to: (1) collect international instructional materials developed for use in precollegiate and undergraduate courses; (2) develop a materials classification scheme; (3) evaluate the collected materials; (4) disseminate information about high quality materials; and (5) assess the strengths and weaknesses of the collected materials and recommend future development, evaluation, and dissemination processes. This document describes the major criteria and procedures utilized for materials selection to achieve the stated goals and considers the federal government's role in international studies education. Recommendations for federal agencies and departments include: (1) encourage existing federally-funded programs to incorporate precollegiate global studies programs; (2) increase the funding for federal programs which support the development of global education programs; (3) improve the liaison among federal agencies that fund global education activities; (4) fund research projects, K-12 and college-level consortium programs, and summer institutes; and (5) increase funding to area studies centers. Appendices include the project's financial report, steering committee members, classification scheme, key word index, three bibliographies containing 91 citations, and the May, 1986 issue of "Access," which highlights global education in New Jersey. (JHP)

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RESEARCH ON LEARNING PACKAGES AND COURSE SYLLABI DEVELOPED FOR INTERNATIONAL STUDIES COURSES: A COLLECTION, ANALYSIS AND DISSEMINATION PROJECT

A Final Report to the U.S. Department of Education on
the Status of the International Research and Studies Program

Grant # G008402267

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1. The Need for International Studies in Precollegiate and Undergraduate Education

In the last few years, the need for American education to reflect the constantly increasing international dimensions of our lives has become apparent to many education, community, and business leaders. At one time, international connections affected only a small percentage of the population. Now, however, international and global factors touch the lives of nearly every United States citizen.

The latter part of the 20th century has seen a dramatic increase in the number of international connections between the United States and the rest of the world; most notably, commercial, political, and cultural. Since the Second World War, the United States has moved into a position of world leadership. Simultaneously, political, economic, and technological factors throughout the world have created a highly interdependent globe. Yet, despite our position in the increasingly interdependent world, U.S. citizens are lacking the information, skills, and attitudes necessary to function adequately in this global age.

As a democratic society, the United States has always put its trust in the education of its people to solve its problems and to carry on the business of the nation. Now, we must focus on solving the problems existing in our complex system of education if we are to meet our national and global concerns.

Because the schools (K-12) and undergraduate colleges and universities are the foundation upon which education--knowledge, skills, and attitudes--is built, they must be considered as the first essential step in developing efforts to insure an appropriately educated society.

In a report of the Carnegie Foundation for the Advancement of Teaching, High School: A Report on Secondary Education in America, Ernest Boyer, former U.S. Commissioner of Education, suggests the one of four primary goals for schools is to "...help all students learn about themselves, the human heritage, and the interdependent world in which they live."

The Boyer report was one of several reports to emerge in the last few years which scrutinized the overall quality of education in the United States. These reports, including that of the National Commission on Excellence in Education, A Nation at Risk, have focused attention on our educational system and its inadequacies. Not since "Sputnik" has so much attention been focused on the education of American school children. Thus, a "window of opportunity" for global education[1] to have an impact in our K-12 schools has opened.

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[1]For the purposes of this paper, the term "global education" is used in precollegiate education synonymously with international studies education at the collegiate level.

A similar opportunity exists in undergraduate education. The public interest in education, initially focused upon the nation's K-12 schools, has now spilled over with concern for colleges and universities.

Ernest Boyer is in the final steps of a report on the undergraduate curriculum. John Goodlad is in the first steps of a major examination of teacher education. Richard Lambert has conducted a major study of graduate programs (Beyond Growth: The Next Stage in Language and Area Studies), and will soon launch a major review international studies at the undergraduate level.

Perhaps the single most important influence on the curriculum of precollegiate and collegiate education are the materials used in classes and courses.

2. The Collection and Review of International Studies Education Materials

For the past 25 years the federal government has funded hundreds of projects concerned with the teaching of international studies at the undergraduate and precollegiate levels. Projects have been funded through the National Endowment for the Humanities, the National Institute of Education, the National Science Foundation, the Agency for International Development, the Office of Education and its successor, the Department of Education. Within the latter, international studies projects have been undertaken by graduate language and area studies centers, undergraduate international studies and foreign language programs, the Fund for the

Improvement of Post Secondary Education, the Citizen Education for Cultural Understanding Program (later titled the International Understanding Program), the Business and International Education Program, Group Projects Abroad, and the International Research and Studies Program.

Many of these federally funded projects developed course syllabi, curriculum units, learning packages, bibliographies, and other materials useful for teaching international studies. Unfortunately, no study has been conducted which has collected, reviewed, and analyzed these instructional resources and materials.

In 1984, the Council for Intercultural Studies and Programs (CISP) and Global Perspectives in Education (GPE) were funded by the International Research and Studies Program of the Department of Education in order to:

- Collect global/international instructional materials developed for use in precollegiate education and undergraduate education.
- Develop a materials classification scheme.
- Evaluate the collected materials.
- Disseminate information about quality materials collected.
- Assess the strengths and weaknesses of the materials collected and make recommendations for future development, evaluation, and dissemination.

The collection of materials occurred in several ways. First, selection criteria were developed by project staff and were then reviewed and revised by the project steering committee (for a list of the members of the steering committee see Appendix B); second, lists of federally funded project directors and other key faculty were collected; and third, instructional materials were systematically requested through direct mail, telephone calls, national and regional newsletters, and participation in conferences.

The major criteria for selection were that the materials collected should:

- Be for instructional purposes at the precollegiate or undergraduate levels and related to the teaching of global/international studies education.

- Focus mainly upon projects and programs funded by the Department of Education during the past five years.

- Include interdisciplinary international studies components of foreign language programs, but exclude materials developed on the mechanics of teaching specific foreign languages.

- Exclude college catalogues, brochures, and commercial publications not related to federally funded grants or contracts.

- Encourage inclusion of curriculum materials from disciplines which have been underrepresented (e.g., architecture, agriculture, arts, economics, energy, engineering, forestry, law, mathematics, medical/health sciences, physical education, physics, and psychology).

Project staff visited the U.S. Department of Education and reviewed final reports submitted by project directors. Lists of project funded since 1980 were developed. The steering committee was approached and additional suggestions and lists were developed. A letter was mailed to 1,200 names of project directors and other leaders in global/international education. A description of the project and a request for resources was then included in the following newsletters: Council for Intercultural Studies Programs (CISP); Council for International and Public Affairs (CIPA); Center for International Training and Education (CITE); Global Learning; and ACCESS. Presentations about the project and a request for further materials was made at the following conferences: International Studies Association/West Regional; NCSS; International Studies Association Annual Meeting; Northwest International Education Association; Regional Meeting of the Southwest Consortium of International Education; and the International Development Conference.

Over 1,400 curriculum units, course syllabi and resource materials have been received to date. These materials were screened according to the criteria initially created. Steering committee members screened the materials which they forwarded to GPE. Materials not screened by the steering committee members were reviewed by project staff. A list of all

materials was developed, computerized, and forwarded to all steering committee members and to key leaders in the international studies education field for comment. Some materials were deleted in this process, but a number of new materials were identified which were not on our original list.

We realize that we have not yet collected all the non-commercial, supplementary instructional materials available at the precollegiate and undergraduate levels.[2] We do believe, however, that we have collected a large portion of the materials developed over the past five years, and that the collection is representative of the international studies materials used in K-12 schools and undergraduate education.

All remaining materials were annotated. Annotations include a classification scheme with key words and a brief (usually one paragraph) description of each unit, syllabus or resource material. The classification scheme (or data base design) included author, institution,

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[2]Some of the reasons we were unable to collect all that has been developed are:

- The materials many educators have developed for use in their classrooms were not written with dissemination to others in mind. Therefore, those materials are usually of marginal use to anyone other than the developers.
- Many university professors resist the notion of "sharing" their materials and/or using other materials in their classrooms.
- Many educators who have usable learning packages and course syllabi do not have the staff time and resources available for duplication and for coordination of dissemination.
- Some institutions claimed that they were doing so much that they could not possibly send everything, and so they sent nothing.

level of use, date, and key words (see Appendix C). A key word index (see Appendix D) was developed and includes over 500 descriptors. Descriptors include such topics as:

- Global issues such as population, food, environment.
- Concepts such as interdependence, conflict, change.
- Courses such as business, geography.
- Area studies such as South Asia, Africa, Middle East.
- Specific countries such as Canada, China, South Africa.
- Teaching methods and techniques such games/simulations, films.
- Special themes such as future studies.
- Student skills, such as critical thinking, writing.

The key word index is constantly revised by adding new words, refining old terms, and reviewing relationships among key words. The annotations were keyed into an IBM Displaywriter. Recently, Displaywriter discs have been converted for use on an IBM XT hard disc for purposes of communication and easier searching of this large data base.

To date, 956 course syllabi, curriculum units, learning packages, and teaching modules have been annotated and computerized. This includes 533 precollegiate materials and 423 undergraduate materials.

Description of Material Received

The annotated materials fell into four major categories: specific courses (or modules of courses); area or cultural studies; global issues; and special topics. Most of the materials were indexed by more than one key word. Hence, a unit on the role of women in China would be indexed in both China and Women's Studies. The breakdown into these major categories is as follows:

Chart I

	N=533	N=423	N=956
	Precollegiate	Undergraduate	Total
Courses	24%	54%	38%
Area and Culture Studies	32%	30%	31%
Special topics	17%	9%	14%
Global issues	26%	6%	17%

It is interesting to note the major differences between the precollegiate materials, which have a high percentage of materials related to global issues and special topics (43%), compared to only 15% of the undergraduate materials. Likewise, undergraduate materials focuses more on courses (54%) than did precollegiate materials (24%).

Both precollegiate and undergraduate materials had similar amounts of materials related to area studies. A breakdown of these categories can be found in Chart II. A casual inspection of the data turns up several

CHART II
COMPARISON OF PRECOLLEGIATE AND UNDERGRADUATE MATERIALS

	PRECOLLEGIATE%	UNDERGRADUATE%	TOTAL%
COURSES			
ANTHROPOLOGY	0%	2%	1%
ARTS	2	2	2
BUSINESS	0	12	5
ECONOMICS (GLOBAL)	2	2	2
EDUCATION	0	4	2
FOREIGN LANGUAGE	4	3	4
GEOGRAPHY	3	1	2
HEALTH	0	3	1
HISTORY (U.S.)	2	0	1
HISTORY (WORLD)	2	2	2
INTERNATIONAL RELATIONS	0	5	2
LANGUAGE ARTS/LITERATURE	2	1	1
POLITICAL SCIENCE	0	3	1
SOCIOLOGY/SOCIAL SCIENCE	0	5	2
US FOREIGN POLICY	3	2	2
MISC	3	2	2
TOTAL	24%	54%	38%
AREA STUDIES			
CROSSCULTURAL (GENERAL)	2	0	1
AFRICA	6	5	5
ASIA	8	9	9
CANADA	1	1	1
CARIBBEAN	2	1	1
CENTRAL AMERICA	4	4	4
EUROPE (WESTERN)	3	2	3
MIDDLE EAST	1	3	2
SOUTH AMERICAN (LATIN)	2	5	3
USSR & EASTERN EUROPE	3	1	2
TOTAL	32%	30%	31%
SPECIAL TOPICS			
FUTURE STUDIES	1	0	1
GAMES/SIMULATIONS	3	0	2
GLOBAL EDUCATION	4	4	4
RELIGION	1	1	1
MISC	7	1	4
TOTAL	17%	9%	14%
GLOBAL ISSUES			
AGING	1	0	0
DEVELOPMENT	4	3	4
ENVIRONMENT/ENERGY	5	1	3
EQUITY/RACISM/REFUGEES	5	0	3
FOOD/HUNGER	1	0	1
HUMAN RIGHTS	1	0	1
PEACE/WAR/CONFLICT	3	1	2
POPULATION	2	0	2
WOMEN'S STUDIES	3	0	2
TOTAL	26%	6%	17%
TOTAL	100%	100%	100%

surprises. One surprise is the large quantity of supplementary materials (9%) related to Asian Studies (including South Asia, China, Japan, and Southeast Asia) and the dearth of material focused upon the Caribbean (1%), the Middle East (2%), and Western Europe (3%), and Eastern Europe and the U.S.S.R. (2%).

Perhaps the greatest surprise in the Global Issues and Special Topics categories was the lack of materials at the undergraduate level related to future studies, games/simulation, equity, food/hunger, human rights, population, and peace/war/conflict issues. Secondary analysis of the other categories suggests that, while some of these issues are inbedded within specific courses or area studies, a lack of materials focused on these topics still remains.

With the major exception of the undergraduate professional school material (for instance, international business and medical/health sciences), the rationale, general content, goals, and methodology of both levels were similar. It is our conclusion that many materials developed for the undergraduate level could be used with limited modification in precollegiate education. Conversely, materials developed for secondary schools could easily be used in freshman and sophomore courses at colleges and universities.

The vast majority of materials on both levels is intended as supplementary materials that "infuse" a global/international dimension into an existing course. Despite differences, there were many similarities among the precollegiate and undergraduate materials. Attempts were made at

both levels to develop global/international studies in courses other than just social sciences/ social studies.

The majority of precollegiate materials was published mainly through non-profit organizations or university-sponsored projects, while most undergraduate materials were developed by a single professor and were generally photocopied, and were unedited.[3] Precollegiate materials often were developed by teams of several persons, including teachers, curriculum writers, editors, and content experts. The precollegiate materials tended to be more polished, simply because most went through some editorial revision and often contained graphics, maps, and other illustrations.

As to be expected, undergraduate materials tended to be more "content" oriented. More attention was paid to "process" activities in precollegiate education; elementary level materials were mainly "process" or activity-oriented. Precollegiate materials had a higher percentage of teacher materials (38%), perhaps because elementary and secondary teachers have less preparation in the substance of global/international education. Within the precollegiate level, the vast majority of materials were developed for secondary schools with considerably fewer materials at the primary level.

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[3]Of course, there were many exception to this. The publications of the Consortium for International Studies Education (CISE) and Learning Resources in International Studies (LRIS) are obviously high quality.

A greater attention was paid to the use of films in undergraduate materials. Minor attempts to develop computer technology was evident on both levels.

The project set out to seek instructional materials for 14 courses traditionally excluded from global/international education. Materials were located for nine of those courses. (see Chart III below).

Chart III

	Precollegiate	Collegiate	Total
Arts	16	14	30
Business (International)	0	81	81
Economics (Global)	13	13	26
Energy	13	4	17
Law (Citizenship)	7	1	8
Mathematics	7	1	8
Medical/Health Sciences	0	18	18
Physical Education	3	0	3
Psychology	0	6	6
TOTAL	59	138	197

No global/international studies materials were found for architecture, agriculture (other than food and hunger issues), engineering, forestry, or physics. Major surprises were the large number of materials (81) found in international business and the substantial number of materials found related to medical/health sciences (18), arts (30) and global economics

(26). The major reason for the large number of international business materials was the specific efforts of the Consortium for International Business Education (CIBE), which funds, collects, and disseminates course syllabi and materials in the Pacific Northwest and in general, projects funded by the U.S. Department of Education Business and International Education Program.

Dissemination of Information about Collected Materials

Dissemination of information collected has occured in many ways. Conference presentations and workshops at ISA, NCSS and ISA regional conferences have mentioned the project and cited examples of excellent curriculum materials. Selected materials were noted in newsletters such as ACCESS. GPE and CISP have responded to direct requests for information about materials. Approximately 4,000 telephone and mail requests were responded to by project staff. In many cases, project staff were able to forward annotated bibliographies based upon key words (for examples see Appendix E) to those requesting information. Recently, bibliographies have been combined into two resource books: The Global Resource Book, for elementary and secondary school educators (published by GPE March 1986), and Internationalizing Undergraduate Education: Resources from the Field (to be published May 1986). Over 400 materials, units, and learning packages were included in the precollegiate Global Resource Book and about 200 will be included in the undergraduate resource book when published in the spring of 1986. Selected materials were noted in newsletters such as ACCESS (see Appendix F for copy of ACCESS).

Spot checks of material indicated that few had been received and put into ERIC. As the ERIC Clearinghouse has recently moved from the Social Science Education Consortium in Boulder, Colorado, to the Social Studies Development Center at Indiana University, project staff have not yet forwarded information collected to ERIC. Discussions have begun, and selected materials will be available through ERIC.

Additional Conference presentations and newsletter articles are expected, and a computerized electronic network is currently under development by CISP and GPE. Dissemination of information about materials collected by this project will thus be improved.

3. Assessment of Strengths and Weaknesses of International Studies Materials: Recommendations for Action

The Development of International Studies Materials

Curriculum building is the process by which local and state education agencies determine what is (and is not) being taught. Individual educators and schools vary greatly in their readiness to bring a global perspective to the classroom or course. Development of high quality instructional materials is a necessary and vital component of efforts to improve global/international education in the nation's schools, colleges, and universities.

Some new curriculum development efforts are in process and bode well for the future. For instance, the Mershon Center is developing a global studies curriculum for the ninth grade. A new "global" geography textbook, developed by Alan Backler of the Social Studies Development Center, was recently published by Teachers College, Columbia University. Several publishers, such as McDougal Little, and Dushkin, have begun to develop new curriculum materials which are of interest to global educators.

The recent upsurge of interest in global education has caused some commercial publishers to make cosmetic revisions of their textbooks. In the last year or so, most textbook publishers have produced volumes which purport to be "global", but which, in reality, are just retitled versions of their old traditional texts. Textbooks change very slowly. Until they do change, there will be a need for model or exemplary materials that are sensitive to the realities of a global society.

Supplementary materials are published by a range of commercial and non-profit organizations and projects, many of which were launched or supported with federal funds. The major producers of supplementary teaching units and modules at the precollegiate level include the Center for Teaching International Relations at the University of Denver, the Mershon Center at Ohio State University, the Stanford Program on

International and Cross-Cultural Education (SPICE), and Global Perspectives in Education (GPE).

An Analysis of Materials Collected

An analysis of 800 precollegiate materials suggests that, while the amount of materials has increased dramatically over the past few years, the vast majority of development has been limited to secondary social studies courses.

The quality of print material was examined with regard to (1) goals and objectives; (2) content; (3) editorial/production; (4) ideological/political balance.

An analysis of the goals and objectives included in selected materials is currently underway. Over 60 pages of goals and objectives have been abstracted from selected materials. A preliminary analysis indicates that considerable diversity exists as to goals and objectives without any obvious comprehensive scheme or relationship among goals and objectives. There was little development or articulation of goals and objectives between grade levels or courses at the same level. This analysis suggests the importance of developing a comprehensive scope and sequence for global education material.

The content of the materials varied extensively, including traditional area studies topics to global issues such as global environment, energy,

population, food, and hunger. Materials for non-social studies courses or topics (such as mathematics, language arts, sciences, and foreign languages) were found, but were limited in number.

A review of the quality of the materials suggests high variability, from high quality with solid, academic background to dated material with extensive factual errors and stereotypes. Those high quality materials were generally written or reviewed by university consultants or other experts. The importance of such review is crucial to improving precollegiate curriculum materials.

The collected materials varied from highly polished, edited, and produced curriculum units to mimeographed two-page statements. The importance of good editing and production is clear.

The most serious general problem with the precollegiate curriculum units was the lack of balance in the materials. While those materials often stated the need for a balanced approach to issues, on the whole many materials were "one-sided" in approach to controversial issues. This ideological approach was not only true of materials produced by cause-oriented or single-issue organizations, but also those materials produced by colleges and universities. The need for balance is crucial if global educators are to influence public education in the United States.

The vast majority of units collected were print materials. A few non-commercial video tapes and computer software programs were noted. Perhaps the major reasons for this were lack of funds to produce

audio-visual units and a lack of expertise in using the new technologies. The most striking difference between non-commercial materials collected in this project and available commercial materials was the large number of commercial audio-visual material.

Most commercial print material was student oriented (texts, resource books, audio visual, multi-media, etc.) The major reason for commercial concentration of audio-visual material and student materials is the ability of commercial companies to invest larger up-front funds for production and the higher profits on sale of audio-visual materials and student books. It seems important for global educators to explore the new technologies to begin developing student materials. Because of the cost involved, cooperative ventures between global educators and commercial publishers would be an appropriate step.

Recommendations Regarding the Development of Materials

The following recommendations are made in order to improve the range and quality of curriculum materials in global education:

- Prepare a comprehensive scope and sequence statement about the global education curriculum.

- Develop supplementary materials for elementary school curriculum.

- Develop supplementary materials for use in science, language arts, and foreign language courses.

- Develop and utilize non-print materials such as computer software.

- Improve communications among producers and distributors of global education materials to help avoid duplication of effort.

- Develop materials which supplement existing textbooks.

- Encourage commercial publishers to use global educators as consultants on new textbooks or textbook revisions.

- Design a complete set of K-12 curriculum materials which might be the basis for a commercial textbook series.

- Improve review process of materials to include academics with expertise in the issue/topic.

- Improve evaluation of materials to include review by those with different ideological perspectives when controversial issues are covered in materials.

- Initiate a continuing series of background publications on concepts, issues, and topics related to global education.

- Compile a source book of all existing checklists and instruments for screening and evaluation of curriculum materials.

- Create consortia that encourage the development of materials which can be distributed and utilized by colleagues. Consortia will also coordinate, fund, and disseminate the finished product.

Dissemination of Information about Global/International Education Materials

Dissemination plays an important role in determining the success of efforts to improve education, and is particularly important in a field like global education. Diffuse, fragmented, and rapidly expanding, it contains many different topics and approaches. The importance of improved information exchange and increased awareness of materials and resources has been repeated periodically throughout the past fifteen years.

In 1979, GPE began a national clearinghouse which collects, annotates, and disseminates information about resources that may be helpful for educators in elementary and secondary schools. This information is available through ACCESS, a publication of the clearinghouse. Regional clearinghouses have been established by global education programs and projects such as the Center for Teaching International Relations (CTIR), the University of Southern California, and the World Affairs Council of Northern California. Area studies programs have developed newsletters and informal exchange networks based on professional associations (such as the Association of Asian Studies), and single issue organizations have worked

cooperatively to exchange information (such as the Arms Control Association, and the Population Reference Bureau). In addition, professional education organizations (such as the National Education Association (NEA), the National Association of Secondary School Principals (NASSP), the National Council for the Social Studies (NCSS), and others) have informed their members of publications of global education issues, materials, and other resources through their conventions and publications. New informal systems of communication and dissemination of information have also been established through national organizations and associations and through regional networks of global educators such as Council of Global Education Organizations (COGEO) and the Northeast Global Education Network (NEGEN).

Certainly, a positive result of recent federal and foundation funding at the undergraduate level has been the creation of international studies consortial arrangements. These state, regional and national groups have developed sophisticated networking systems that place the dissemination of materials and sharing of global studies information as high priorities. The ever-expanding list includes organizatons such as: Southwest Consortium for International Studies and Foreign Languages; New Jersey Global Studies Consortium; National Council of International Studies Program Administrators; and the Northwest International Education Association.

The ERIC system has had a dramatic increase in the number of global education materials entered into the system.

Spot check of materials collected in this project found few annotated in ERIC. The reasons for this are many, but major reasons include:

- General lack of ability to find good materials in ERIC, hence
- Low professional prestige associated with ERIC's acceptance of an article for inclusion.
- Commercial reasons--copyrighted materials cannot be included without permission of publisher.

Despite these dissemination efforts, surveys of teachers and administrators cannot identify sources of global/international education. Even educators interested in global education cannot do so. Naturally, it is estimated that less than 10,000 pieces of supplementary materials are sold or distributed annually--hardly a drop in the bucket when compared with the 4½ million educators in elementary and secondary schools and undergraduate education.

Unfortunately, information about existing materials reach too few precollegiate educators. The following recommendations are offered to improve the exchange of information about global/international education materials:

- Target textbook publishers in order to incorporate a global dimension into commercially-published education materials.

- Develop mutual promotion systems among global education projects and programs which produce supplementary curriculum materials.

- Encourage the development of supplementary materials which are coordinated with commerical textbooks.

- Work more closely with national education organizations to incorporate global/international materials into their publications.

- Improve communication systems about global/international education materials among major organizations and projects through a computerized network.

Evaluation of International Studies Education Material

Few evaluation studies of global/international education material have been conducted. The major reasons offered for this lack of systematic evaluation are: the recent emergence of the global education field; the prohibitive cost of quality evaluation; the meager funds available; the difficulty of education evaluation in general; and the lack of training (and lack of interest) of global educators in research and evaluation techniques. A major exception to this general state of affairs was undertaken in 1982 by the Council for Intercultural Studies and Programs (CISP) directed by Ward Morehouse, Judy Torney-Purta, and Thomas Collins. This study surveyed over 3,000 teachers and administrators. From this

project emerged the Global Education Network, composed of over 100 individuals concerned with research and evaluation.

Global educators are now challenging the reasons why research has been lacking. There is serious doubt that progress in the field of global education can be made without some basic understanding of how people learn about global topics, the effectiveness of the techinque for teaching about global education, and the conditions under which programs have the greatest chance for success. Additionally, as new funds have begun to enter into the general education field, funders have begun to ask that success be demonstrated through more effective evaluation. Such effective evaluation may be necessary for the continuation, improvement, and expansion of school-based programs. Why should local schools add another program which does not have demonstrated success? Clearly the global/international education field needs improved evaluation and research efforts.

Recommendations on Evaluation of Global Education Materials

While major research studies would be extremely useful, there is no obvious source of funding for such an effort. The most likely research and evaluation programs will be low level, piecemeal efforts. The following suggestions might improve research and evaluation efforts in global education:

- Locate funds to select consultants who could help global educators improve the evaluation of their programs.

- Develop a bank of test items which could be used to evaluate programs and students in global education programs.

- Develop and publish a review of research in the areas of highest interest to global education programs, such as school change research, attitudinal changes, and the effectiveness of different educational techniques and methods.

- Involve college and university faculty and graduate students in conducting research and evaluation.

- Strengthen existing networks that could improve the dissemination of research and evaluation findings.

- Build evaluation questionnaires into all publications.

- Encourage on-going assessments of educational progress to include global education concerns.

- Encourage publication of research findings in journals of the National Council for the Social Studies (NCSS), American Research and Evaluation Association (AREA), and other professional education organizations.

- Analyze existing tests (such as ACT, Scholastic Aptitute Test (SAT), Board of Regents Examination, etc.) to determine their

global content and make appropriate recommendations to test publishers about possible revisions.

- Encourage current global education programs and future proposals to incorporate evaluation mechanisms in a more integral way.

- Conduct research that will build upon previous research activities, such as follow-up to of the Educational Testing Service (ETS) survey.

- Encourage cross-national research in global topics.

- Strengthen the Global Evaluation Network.

- Encourage decentralized research activities through establishment of small seed money grants and technical assistance.

- Encourage replication of global/international education surveys.

The Federal Role in International Studies Education

Federal departments and agencies have sporadically funded programs which relate to precollegiate global education in the schools. For over twenty-five years, the Department of Education has funded graduate centers on Foreign Language and Area Studies. These centers are encouraged to develop outreach programs. Outreach programs at many of the Centers develop materials, conduct teacher inservice programs, and disseminate resources to elementary and secondary educators. The International Understanding Programs funded projects which, although discontinued in 1981, gave visibility to the need for global/international education and helped strengthen several programs which have survived. The National Endowment for the Humanities has been a major funder of projects through its Elementary and Secondary Division. Funded projects include area studies programs, curriculum materials development, and teacher inservice workshops. The United States Information Agency has funded several programs connected with global/international education including Teacher Exchange, Group Projects Abroad, and recently, the President's Youth Initiative.

President Carter's Commission on Foreign Language and International Studies highlighted the need for international education at all levels. The work of the commission and its final report, Strength Through Wisdom (1979), increased the interest in, and visibility of global education in elementary and secondary schools. The Commission helped establish The National Council on Foreign Language and International Studies which has supported implementation of the commission's recommendations.

Terrell Bell appointed an International Advisory Board whose recommendations (1984) have maintained the importance and visibility of international education in the United States at all levels.

Recommendations Regarding the Federal Role

Federal agencies and departments should maintain and expand leadership activities such as:

- Encouraging existing federally-funded programs to incorporate precollegiate global/international education dimensions when appropriate.

- Increasing funding for federal programs which support the comprehensive and systematic development of global/international education materials.

- Improving liaison among federal agencies which currently fund global/international education activities.

- Funding research projects which could strengthen the development of global/international education materials.

- Funding for collegiate consortial projects on state and regional levels.

- Funding consortial projects that include K-12 and colleges.

- Funding efforts to hold summer institutes that develop interdisciplinary international studies materials.

- Increasing funding to area studies centers to expand their outreach capabilities for K-12 schools and other colleges.

LIST OF APPENDICES

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Appendix B: Project Steering Committee

Appendix C: Classification Scheme

Appendix D: Key Word Index

Appendix E: Sample Bibliographies

Appendix F: ACCESS

APPENDIX A

Financial Report

FINANCIAL STATUS REPORT

(Follow instructions on the back)

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED	2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER	OMB Approved No. 80-R0180	PAGE	OF
DEPARTMENT OF EDUCATION	017AH40057	1880-0172	1	1 PAGES

3. RECIPIENT ORGANIZATION (Name and complete address, including ZIP code)	4. EMPLOYER IDENTIFICATION NUMBER	5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER	6. FINAL REPORT	7. BASIS
Global Perspectives In Education, Inc. 218 East 18 Street New York, New York 10003	13-2850004		[X] YES [ ] NO	[X] CASH [ ] ACCRUAL

8. PROJECT/GRANT PERIOD (See instructions)		9. PERIOD COVERED BY THIS REPORT	
FROM (Month, day, year)	TO (Month, day, year)	FROM (Month, day, year)	TO (Month, day, year)
7/1/84	6/30/85	7/1/84	6/30/85

10. STATUS OF FUNDS

PROGRAMS/FUNCTIONS/ACTIVITIES ►	(a) PERSONNEL	(b) FRINGES	(c) TRAVEL	(d) SUPPLIES	(e) OTHER	(f) INDIRECT	TOTAL (g)
a. Net outlays previously reported	$ --	$ --	$ --	$ --	$ --	$ --	$ --
b. Total outlays this report period	30,984	5,669	5,371	2,789	22,194	25,798	92,805
c. *Less:* Program income credits	--	--	--	--	--	--	--
d. Net outlays this report period *(Line b minus line c)*	30,984	5,669	5,371	2,789	22,194	25,798	92,805
e. Net outlays to date *(Line a plus line d)*	30,984	5,669	5,371	2,789	22,194	25,798	92,805
f. *Less:* Non-Federal share of outlays	19,984	3,689	4,771	389	1,494	22,130	52,457
g. Total Federal share of outlays *(Line e minus line f)*	11,000	1,980	600	2,400	20,700	3,668	40,348
h. Total unliquidated obligations	--	--	--	--	--	--	--
i. *Less:* Non-Federal share of unliquidated obligations shown on line h	--	--	--	--	--	--	--
j. Federal share of unliquidated obligations	--	--	--	--	--	--	--
k. Total Federal share of outlays and unliquidated obligations	11,000	1,980	600	2,400	20,700	3,668	40,348
l. Total cumulative amount of Federal funds authorized	11,000	1,980	600	2,400	20,700	3,668	40,348
m. Unobligated balance of Federal funds	--	--	--	--	--	--	-0-

11. INDIRECT EXPENSE

a. TYPE OF RATE *(Place "X" in appropriate box)* [ ] PROVISIONAL [ ] PREDETERMINED [X] FINAL [ ] FIXED

b. RATE	c. BASE	d. TOTAL AMOUNT	e. FEDERAL SHARE
38.5%			10%

12. REMARKS: *Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.*

13. CERTIFICATION

I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

TYPED OR PRINTED NAME AND TITLE

Donald L. Miller, Controller

DATE REPORT SUBMITTED

4/11/86

TELEPHONE *(Area code, number and extension)*

(212) 674-4167

269-102

STANDARD FORM 269 (7-76)
Prescribed by Office of Management and Budget
Cir. No. A-110

APPENDIX B

Project Steering Committee

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APPENDIX C

Classification Scheme

CATEGORY ☐ MATERIAL ☐ PROJECT ☐ ORGANIZATION ☐ INDIVIDUAL

AUTHOR(s)

TITLE

PUBLISHER (preceded by location)	PUBLISH DATE

DESCRIPTION

COST

CONTACT

AREA	TEACHLEVEL	MEDIUM/TYPE

MAJOR DESCRIPTORS	MINOR DESCRIPTORS

COMMENTS

Attachment A

SCAN DATABASE FIELD HEADINGS

ITEM NO.

ENTRY DATE

UPDATED

SOURCE CODE

CATEGORY

AUTHOR

TITLE

PUBLISHER

PUB.DATE

DESCRIPTION

COST

CONTACT

ADDRESS1

ADDRESS2

CITY

STATE

ZIP

COUNTRY

TEL.

GEOG.AREA

LEVEL

MEDIUM

PRIMARY TOPICS

SECONDARY TOPICS

ACCESS ISSUE

LOCATION

COMMENT

APPENDIX D

Key Word Index

DRAFT 1/24/85

Notes

Keywords are in capital letters. Some keywords are also listed under the kind of term that they represent, e.g. under the term level are listed the grade, school and age levels which are used as indexing keywords. Other such terms are category of information unit, concept, medium/type, and skills. When such a keyword appears alphabetically in the thesaurus it is followed by the term in parentheses e.g. PROJECT/PROGRAM (category of information unit), or CHANGE (concept), or HIGH SCHOOL (level), or TEACHING STRATEGIES (medium/type). or CRITICAL THINKING (skills).

Scope notes, explaining what a keyword represents, are also in lower case letters in parentheses after the keyword e.g. ECONOMICS (in general). Any word appearing in capital letters in parentheses after a keyword is part of the indexing keyword e.g. ECONOMICS (GLOBAL).

ADULT (level)

ADVERTISING
  broader terms:
    BUSINESS
    BUSINESS (INTERNATIONAL)
    CONSUMERISM
    ECONOMICS
    ECONOMICS (GLOBAL)

Afghanistan
  see:
    SOUTH ASIA

AFRICA
  more specific terms:
    AFRICA (FRENCH SPEAKING)
    NORTH AFRICA
    SOUTHERN AFRICA
    SUB-SAHARAN AFRICA
    countries by name

AGING

AGRICULTURE

American
  see:
    topic (USA)

AMERICAS
  more specific terms:

LATIN AMERICA
NORTH AMERICA

ancient world
see:
BABYLONIANS (ANCIENT)
GREEKS (ANCIENT)
HEBREWS (ANCIENT)
ROMANS (ANCIENT)

ANTHROPOLOGY

APARTHEID
see also:
SOUTH AFRICA

ARCHITECTURE

area (as keyword)
see:
specific area (e.g. LATIN AMERICA, SOUTH ASIA)
country by name

AREA STUDIES
see also:
specific area (e.g. LATIN AMERICA, SOUTH ASIA)
country by name

arms control
see:
NATIONAL SECURITY, ARMS CONTROL, DISARMAMENT
see also:
CONFLICT RESOLUTION
NUCLEAR WAR
SPACE (MILITARIZATION)

ARTS
more specifc terms:
CRAFTS
DANCE
DRAMA
FOLK ART
FOLK SONG
MUSIC
VISUAL ARTS

ASIA
more specific terms:
SOUTH ASIA
SOUTHEAST ASIA
countries by name

ATLANTIC ALLIANCE

AUDIOVISUAL (medium/type)

BABYLONIANS (ANCIENT)

Bangladesh
  see:
    SOUTH ASIA BIBLIOGRAPHY (medium/type)

BIOGRAPHY (medium/type)

Burma
  see:
    SOUTHEAST ASIA

BUSINESS

BUSINESS (INTERNATIONAL) (trade, marketing, management, operations, policy, finance, personnel)
  see also:
    ADVERTISING
    CAREER EDUCATION
    ECONOMICS (GLOBAL)
    MULTINATIONAL CORPORATIONS

Cambodia
  see:
    SOUTHEAST ASIA

CAREER EDUCATION

CARIBBEAN
  broader term:
    LATIN AMERICA

CARTOONS
  see also:
    specific topic

category of information unit
  see:
    INDIVIDUAL
    MATERIAL
    ORGANIZATION
    PROJECT/PROGRAM

category of materials
  see:
    medium/type

CENSORSHIP
  see also:
    PROPAGANDA

CENTRAL AMERICA

broader term:
LATIN AMERICA

CHANGE (concept)
see also:
FUTURE STUDIES

CHART, MAP (medium/type)

CHINA

CHINA (PRC)

CHINA (TAIWAN)

citizenship
see:
LAW-RELATED EDUCATION/CITIZENSHIP

COLLEGE/UNIVERSITY (level)

COLLEGE/UNIVERSITY (LOWER LEVEL) (level)

COLLEGE/UNIVERSITY (UPPER LEVEL) (level)

COLONIALISM
see:
COLONIZATION

COLONIZATION

COMMUNICATION (concept)
see also:
CONFLICT RESOLUTION
CROSS-CULTURAL STUDIES
INTERNATIONAL EXCHANGE

COMMUNICATIONS/MEDIA
more specific terms:
NEWSPAPERS
TELEVISION

COMMUNITY COLLEGE

COMPARATIVE POLITICAL SYSTEMS

COMPUTER PROGRAM (medium/type)

COMPUTERS

concepts
see:
CHANGE
COMMUNICATION

CONFLICT
COOPERATION
DIVERSITY
INTERDEPENDENCE
PERCEPTION
SYSTEMS

CONCEPTUAL ARTICLE/BOOK (medium/type)

CONFLICT (concept)
see also:
CONFLICT RESOLUTION

CONFLICT RESOLUTION
more general term:
PEACE/WAR STUDIES (in general)
see also:
CONFLICT (concept)

CONSORTIA

CONSUMERISM
see also:
ADVERTISING
BUSINESS (INTERNATIONAL)
ECONOMICS (GLOBAL)

CONTEMPORARY WORLD ISSUES

CONTENT-STUDENT (medium/type)

CONTENT-TEACHER (medium/type)

country by name
see also:
continent (which may give other terms that could include that country, e.g. COSTA RICA is included by LATIN AMERICA and CENTRAL AMERICA)

COOPERATION (concept)

CREATIVITY

CRITICAL THINKING SKILLS (skills)
see also:
DECISION-MAKING SKILLS (skills)
THINKING SKILLS (skills)

CROSS-CULTURAL STUDIES

CULTURE STUDIES

CURRENT EVENTS
see also:

NEWSPAPERS

CURRICULUM DEVELOPMENT

DANCE

debating skills
see:
DISCUSSION/DEBATING SKILLS (skills)

DECISION-MAKING SKILLS (skills)

DEVELOPMENT
see also:
ECONOMICS (GLOBAL)
FOOD/HUNGER
POPULATION
ENVIRONMENT

disarmament
see:
NATIONAL SECURITY, ARMS CONTROL, DISARMAMENT
SPACE (MILITARIZATION)

DISCUSSION/DEBATING (skills)

DIVERSITY (concept)

DRAMA

EARLY CHILDHOOD (level)

ECONOMICS (in general)

ECONOMICS (GLOBAL)

EDUCATION

EDUCATION (GLOBAL) (since this term broadly covers almost everything in the data base, it is to be used only for a basic list of resources on global education designed as a tool for educators new to the field or beginning to implement a global education program)

EDUCATION (INTERNATIONAL)

ELEMENTARY (level)

ENERGY

ENGINEERING

English
see:

LANGUAGE ARTS

ENVIRONMENT
see also:
FORESTRY
FUTURE STUDIES

ESKIMO
see:
INUIT

ETHNIC STUDIES
see also:
MINORITY GROUPS
REFUGEES/IMMIGRANTS

ETHNOCENTRISM

EUROPE
more specific terms:
USSR AND EASTERN EUROPE
WESTERN EUROPE
countries by name

EVALUATION, RESEARCH

EXEMPLARY PROGRAMS

FAMILY
see also:
HISTORY (FAMILY)

FESTIVALS

FOLK ART

FOLK TALES

FOLKLORE
see also:
ARTS
CROSS-CULTURAL STUDIES
FOLK TALES
FOLKSONG
LANGUAGE ARTS

FOOD/HUNGER

FOREIGN AID

FOREIGN AFFAIRS
see also:
FOREIGN POLICY (USA)
INTERNATIONAL RELATIONS

FOREIGN LANGUAGE MATERIAL (language by name) e.g. FOREIGN LANGUAGE MATERIAL (FRENCH)

FOREIGN LANGUAGES (in association with global education)

FOREIGN AID

FOREIGN POLICY (USA)
  see also:
    area of the world
    CURRENT EVENTS
    topic

foreign students
  see:
    INTERNATIONAL STUDENTS

FORESTRY

FUTURE STUDIES

GAME, SIMULATION (medium/type)

GAMES, SIMULATIONS (as a topic)

GEOGRAPHY

global economics
  see:
    ECONOMICS (GLOBAL)

global education
  see:
    EDUCATION (GLOBAL)

GLOBAL ISSUES
  more specific terms:
    FOOD/HUNGER
    POPULATION
    etc.

GOVERNMENT (as a topic)
  broader term:
    POLITICAL SCIENCE

GOVERNMENT (USA)

grade level
  see:
    level

GRADUATE (level)

GREEKS (ANCIENT)

HEALTH (WORLD)
see also:
MEDICAL/HEALTH SCIENCES

HEBREWS (ANCIENT)

HIGH SCHOOL (level)

HIGH SCHOOL (LOWER LEVEL) (level)

HIGH SCHOOL (UPPER LEVEL) (level)

historical periods
see:
country/geographical area or national/ethnic group
followed by period in parentheses, e.g. EUROPE (MEDIEVAL)
or ROMANS (ANCIENT)

HISTORY (as a topic)
see also:
ORAL HISTORY

history (ancient)
see:
HISTORY (WORLD)
ancient world

HISTORY (FAMILY)

HISTORY (USA)

HISTORY (WORLD)

HOLIDAYS
see:
FESTIVALS

HOLOCAUST

HUMAN RIGHTS

HUMANITIES

India
see:
SOUTH ASIA

INDIVIDUAL (category of information unit)

Indonesia
see:
SOUTHEAST ASIA

INDUSTRIALIZATION

INTELLIGENCE OPERATIONS

INTERDEPENDENCE (concept)
  see also:
    EDUCATION (GLOBAL)

international business
  see:
    BUSINESS (INTERNATIONAL)

INTERNATIONAL EXCHANGE
  see also:
    INTERNATIONAL STUDENTS

international law
  see:
    LAW-RELATED EDUCATION/CITIZENSHIP

INTERNATIONAL ORGANIZATIONS
  more specific terms:
    NONGOVERNMENTAL ORGANIZATIONS
    MULTINATIONAL CORPORATIONS
    UNITED NATIONS (and its agencies)

INTERNATIONAL RELATIONS
  see also:
    FOREIGN AFFAIRS
    FOREIGN POLICY (USA)

INTERNATIONAL STUDENTS

INTERNATIONAL STUDIES

interviewing
  see:
    SPEAKING SKILLS

journalism
  see:
    COMMUNICATIONS/MEDIA
    NEWSPAPERS
    TELEVISION

JUNIOR HIGH SCHOOL (level)

K-12 grade (level)
  see:
    ELEMENTARY (level)
    SECONDARY (level)

kit
  see:

topic
ACTIVITIES-STUDENT (medium/type)
CONTENT-STUDENT (medium/type)

LABOR

LANGUAGE
see also:
COMMUNICATION
FOREIGN LANGUAGES
FOREIGN LANGUAGE MATERIAL

LANGUAGE ARTS
see also:
LANGUAGE
LITERATURE

Laos
see:
SOUTHEAST ASIA

LATIN AMERICA
more specific terms:
CARIBBEAN
CENTRAL AMERICA
countries by name

LAW (in general)

Law of the Sea
see:
OCEANS/LAW OF THE SEA

LAW-RELATED EDUCATION/CITIZENSHIP

level
see:
EARLY CHILDHOOD
ELEMENTARY
UPPER ELEMENTARY
MIDDLE GRADES
SECONDARY
JUNIOR HIGH SCHOOL
HIGH SCHOOL
HIGH SCHOOL (LOWER LEVEL)
HIGH SCHOOL (UPPER LEVEL)
HIGHER EDUCATION
COLLEGE/UNIVERSITY
COLLEGE/UNIVERSITY (LOWER LEVEL)
COLLEGE/UNIVERSITY (UPPER LEVEL)
GRADUATE
ADULT
see also:
COMMUNITY COLLEGE (as type of institution)

LITERACY

LITERATURE
  see also:
    specific topic

Malaysia
  see:
    SOUTHEAST ASIA

MAP AND GRAPH SKILLS (skills)

map
  see:
    CHART, MAP (medium/type)
    MAP AND GRAPH SKILLS (skills)

MATERIAL (category of information unit)

MATHEMATICS
  see also:
    COMPUTATION SKILLS (skills)

media
  see:
    COMMUNICATIONS/MEDIA

MEDICAL/HEALTH SCIENCES
  see also
    HEALTH (WORLD)

medium/type
  see:
    ACTIVITIES-STUDENT
    AUDIOVISUAL
    BIBLIOGRAPHY
    BIOGRAPHY
    CHART, MAP
    COMPUTER PROGRAM
    CONCEPTUAL ARTICLE/BOOK
    CONTENT-STUDENT
    CONTENT-TEACHER
    DIRECTORY
    DISSERTATION,THESIS
    GAME, SIMULATION
    GUIDE, HANDBOOK
    MULTIMEDIA
    PERIODICAL
    REPORT, SURVEY
    TEACHING STRATEGIES

MINORITY GROUPS
  see also:
    ETHNIC STUDIES

RACISM
REFUGEES/IMMIGRANTS

MINORITY GROUPS (USA)
see also:
ETHNIC STUDIES
RACISM
REFUGEES/IMMIGRANTS

MODEL UNITED NATIONS
see also:
UNITED NATIONS

MULTINATIONAL CORPORATIONS
broader terms:
BUSINESS (INTERNATIONAL)
ECONOMICS (GLOBAL)

MUSIC

MIDDLE GRADES (level)

NAMES (people and places)

NATIONAL SECURITY, ARMS CONTROL, DISARMAMENT
see also:
SPACE (MILITARIZATION)

NATIONALISM
see also:
TERRITORIALITY

NATO
see:
ATLANTIC ALLIANCE

Nepal
see:
SOUTH ASIA

NEWSPAPERS
see also:
CURRENT EVENTS

NONGOVERNMENTAL ORGANIZATIONS
see also:
INTERNATIONAL ORGANIZATIONS

NORTH AMERICA
more specific terms:
CANADA
USA

North-South

see:
DEVELOPMENT
INTERNATIONAL RELATIONS
THIRD WORLD

NUCLEAR WAR
see also:
NATIONAL SECURITY, ARMS CONTROL, DISARMAMENT

OCEANS/LAW OF THE SEA

OLYMPIC GAMES

ORAL HISTORY

oral presentation
see:
SPEAKING SKILLS (skills)

ORGANIZATION (category of information unit)

Pakistan
see:
SOUTH ASIA

PANAMA CANAL

PEACE/WAR STUDIES (in general)
more specific terms:
CONFLICT RESOLUTION
NATIONAL SECURITY, ARMS CONTROL, DISARMAMENT
NUCLEAR WAR

PERCEPTION (concept)
see also:
CROSS-CULTURAL STUDIES

Philippines
see:
SOUTHEAST ASIA

PHILOSOPHY/ETHICS

PHYSICAL EDUCATION

PHYSICS

POLITICAL SCIENCE
more specific terms:
COMPARATIVE POLITICAL SYSTEMS
GOVERNMENT
INTERNATIONAL RELATIONS

political systems

ROMANS (ANCIENT)

science
  see:
    SCIENCE AND TECHNOLOGY

SCIENCE AND TECHNOLOGY
  see also:
    ENERGY
    ENVIRONMENT

second language
  see:
    FOREIGN LANGUAGE MATERIAL
    FOREIGN LANGUAGES

SECONDARY (level)

SEXISM
  see also:
    WOMEN'S STUDIES

simulation
  see:
    GAME, SIMULATION (medium/type)
    GAMES, SIMULATIONS (topic)

Singapore
  see:
    SOUTHEAST ASIA

skills
  see:
    COMPUTATION
    CRITICAL THINKING
    DISCUSSION/DEBATING
    MAP AND GRAPH
    PROBLEM-SOLVING
    READING
    RESEARCH
    SPEAKING
    STATISTICAL
    THINKING
    WRITING

SOCIAL CHANGE

SOCIAL JUSTICE
  more specific terms:
    DEVELOPMENT
    FOOD/HUNGER
    HUMAN RIGHTS

SOCIAL SCIENCES

more specific terms:
ANTHROPOLOGY
PSYCHOLOGY
SOCIOLOGY
see also:
SOCIAL STUDIES

SOCIAL STUDIES

SOCIAL WELFARE

SOCIOLOGY

soul
see:
SPIRITUAL DIMENSION

South America
see:
LATIN AMERICA

SOUTH ASIA

SPACE

SPACE (MILITARIZATION)

SPEAKING SKILLS (skills)
see also:
DISCUSSION/DEBATING SKILLS

SPIRITUAL DIMENSION
see also:
RELIGION

Sri Lanka
see:
SOUTH ASIA

STATISTICAL SKILLS (skills)

STEREOTYPING
see also:
AGING
MINORITY GROUPS
RACISM
SEXISM

student materials
see:
ACTIVITIES-STUDENT (medium/type)
CONTENT-STUDENT (medium/type)

SYSTEMS (concept)

TEACHER ATTITUDES

TEACHER TRAINING

teacher material
  see:
    CONTENT-TEACHER (medium/type)
    TEACHING STRATEGIES (medium/type)

TEACHING STRATEGIES (medium/type)

TELEVISION

TERRORISM

TERRITORIALITY
  see also:
    NATIONALISM

technology
  see:
    SCIENCE AND TECHNOLOGY

TEXTBOOKS (STUDIES OF)

theater
  see:
    DRAMA

THINKING SKILLS (skills)

THIRD WORLD
  see also:
    DEVELOPMENT

trade
  see:
    BUSINESS (INTERNATIONAL)
    ECONOMICS (GLOBAL)

TRANSPORTATION

WOMEN'S STUDIES
  see also:
    AGING
    DEVELOPMENT
    SEXISM

UNITED NATIONS (and its specialized agencies)
  see also:
    MODEL UNITED NATIONS

UPPER ELEMENTARY (level)

UNION OF SOVIET SOCIALIST REPUBLICS
  see:
    USSR AND EASTERN EUROPE

UNITED STATES OF AMERICA
  see:
    USA

URBANIZATION

U.S. foreign policy
  see:
    FOREIGN POLICY (USA)

U.S. history
  see:
    HISTORY (USA)

U.S. minority groups
  see:
    MINORITY GROUPS (USA)

USSR AND EASTERN EUROPE
  broader term:
    EUROPE

Vietnam
  see:
    SOUTHEAST ASIA
    HISTORY (USA)

WARSAW PACT

WESTERN EUROPE
  broader term:
    EUROPE

world history
  see:
    HISTORY (WORLD)

WORLD GOVERNMENT

WORLD LITERATURE
  see:
    LITERATURE

WORLD ORDER

WRITING SKILLS (skills)

YOUR COMMUNITY AND THE WORLD PROJECTS

YOUTH

APPENDIX E

Sample Bibliographies

Resources for Education in Global Issues
prepared by
GLOBAL PERSPECTIVES IN EDUCATION
218 East 18th Street
New York, NY 10003

BASIC GLOBAL EDUCATION RESOURCE LIST

Anderson, Lee. Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education Bloomington, IN: Social Studies Development Center, Indiana University, 1979.

This book attempts to clarify the full meaning of global education. It documents the long-term trend toward the globalization of society and describes some of the educational changes already occurring in response to this trend. It is divided into three sections and includes an extensive bibliography. 486 pages. Available on microfiche ($1.17 + postage) and paperback ($30.00 + postage).
Contact: ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210; (703) 841-1212.

Aquino-Mackles, Alexis, David C. King, and Margaret S. Branson. Myself and Others (Humanities Series). New York: Global Perspectives in Education, 1979.

Elementary students progress from thinking about themselves in the context of their immediate surroundings to thinking about themselves in the context of the world. Themes treated include interconnections between people, human commonalities and differences, systems, cooperation and communication. Twenty-five lesson plans contain over 125 skill-building activities. 70 pages. $5.00 plus 75¢ postage.
Contact: Global Perspectives in Education, Inc., 218 East 18th Street, New York, NY 10003; (212) 674-4167.

Barnett, Junelle P., et al. Teaching Global Awareness: An Approach for Grades 1-6. Denver,CO: Center for Teaching International Relations, 1981.

Designed to help elementary students develop an awareness of other people, 26 activities stress human commonalities and differences as they relate to needs, values, perceptions, and life-styles. Emphasizing skills for geography, consumerism, and problem-solving, this unit also focuses on propaganda, and adaptation to change. $19.95 with slides; $14.95 without slides; postage 6% or $2.00 minimum.
Contact: CTIR Publications, University of Denver, Dept. A, Denver, CO 80208; (303) 871-2164.

Bay Area Global Education Program. Curriculum Theme Guides Series. Stanford, CA: Stanford University, 1983/1984.

Four curriculum theme guides are currently available on the topics: (1) Understanding Our Cultural Diversity; (2) World Literature; (3) Language; (4) World Cultures. Each guide includes a rationale, teaching goals, a matrix of teaching strategies and resources, lessons for grades K-12, and a working bibliography. $10.00 each postpaid. Make checks payable to SPICE.
Contact: SPICE, Lou Henry Hoover Building #200, Stanford University, Stanford, CA 94305; (415) 497-1115.

Becker, James M. (editor). Schooling for a Global Age New York: McGraw-Hill, 1979.

This book provides a comprehensive examination of elementary and secondary global education programs, and practical advice for introducing such programs into schools. How teaching methods, classroom materials, and administrative policies can help or hinder students' development of global perspectives is explained in depth. The book is designed to guide directly to information needed. Included in the book are an annotated bibliography and an idex. 345 pages. Available through the public library.
Contact: Public Library.

Bragaw, Donald, Helene Loew, and Judith Wooster, guest eds. Moving Toward a Global Perspective: Social Studies and Second Languages. New York: Global Perspectives in Education, 1983.

Develops a rationale and goals for the cooperative involvement of language and social studies educators in global education. Eight lessons act as models to illustrate how educators can incorporate a greater global understanding in their lessons, based on three organizing strategies: global skills, cultural universals, and global concepts. 40 pages, $7.00 plus 75c for postage and handling. Orders of less than $10.00 must be prepaid.
Contact: Global Perspectives in Education, Inc., 218 East 18th Street, New York, NY 10003; (212) 674-4167.

Collins, H. Thomas, and Sally Banks Zakariya. Getting Started in Global Education: A Primer for Pincipals & Teachers. Reston, VA: National Association of Elementary School Principals, 1982.

Sponsored by the National Association of Elementary School Principals, this primer discusses the importance of global education, defines it, and outlines possible goals. Main aritcles are:

It's a small world (William Keough); Global education: opening children's eyes to the world (John J. Cogan); The century of the J curve (Lee Anderson); East of Gibraltar, West of Japan: questions and answers about global education (H. Thomas Collins);It's a big, wide, interdependent world (Gary Marx and H. Thomas Collins).

Other offerings include: a synopsis of Robert G. Hanvey's paper, "An Attainable Global Perspective;" Hilda Taba's list of qualities that global education should

develop in an individual; position statements from various educational organizations; and a section called "Tools of the Trade" which describes resources ranging from background reading and surveys to guides and curriculum materials. 25 pages. This material is out of print, but there is a limited supply. $4.00 postpaid. All orders must be prepaid.
Contact: National Association of Elementary School Principals, 1920 Association Drive, Reston, VA 22091; (703) 620-6100.

Dembo, David, Brent Feigenbaum, and Ward Morehouse, eds. Global Education at the Grass Roots: Profiles of School-Based Programs. New York: Council on International and Public Affairs, 1984.

This is a collection of profiles of 37 established programs in international/global education in the U.S. at the elementary and secondary school levels. It offers a compendium of information for educators who may want to initiate an international education program in their schools. It reveals the source of the original idea for the program, methods of instruction, curriculum suggestions, sources of external and internal support, staff preparation and community support. A second section lists geographically more than 80 additional programs in international/global education, with school name, program title, address, phone, and contact person. This volume has been compiled with an aim toward strengthening information resources on local activities in global education in communities across the country. In looseleaf format. 170 pages. $15.00 (unbound); $20.00 (bound), plus $2.00 postage.
Contact: Learning Resources in International Studies, 777 United Nations Plaza, Ste. 9-A, New York, NY 10017; (212) 972-9877.

Flint Multicultural/Global Education Project. Flint, MI: Board of Education, 1982.

The Flint Community Schools have designed a two notebook package containing materials and activities aimed at meeting the needs of multicultural/global education for K-6 students and staff. The first notebook is for grades K-3, the second for grades 4-6. The program was written and implemented to closely follow the Michigan Department of Education Guidelines for multicultural and global education. Basic skills are taught with international materials and emphasis. Students participate in art, music, dances and games of various cultures. The metric system is used. Each classroom researches a different country throughout the year. Foreign language is studied and literature of various cultures is read and compared. Visitors and residents with different cultural backgrounds speak with the children. International problems are studied and cultural awareness stressed. Beginning in February, 1985, visitors are welcome to observe on the second and fourth Thursdays of each month. For information on visitation, contact Larry Hackett, School Facilitator, Potter Community School, 2500 North Averill, Flint, MI 48506; (313) 762-1815. Notebook 1 (K-3) has 242 pages; notebook 2 (4-6) has 369 pages. $12.50 each.
Contact: Flint Community Schools, 923 East Kearsley Street, Flint, MI 48502; (313) 762-1006.

Global Awareness. Miami, FL: School of Education, Florida International University, 1985.

The Global Awareness Program of Florida International University's School of Education received a generous grant from the Danforth Foundation to integerate global education into existing social studies curriculum in the Dade County Public School System, the nation's fourth largest with over 10,000 teachers and 235,000 students. Part of this program is the newsletter Global Awareness, published three times a year and released for the first time with a Winter 1985 dateline. The Winter newsletter includes a removable student lesson on the concept of perception/perspective, along with additional activities and more than a dozen visual illustrationgs to test this concept; it is suitable for insertion in a three-ring, looseleaf binder. Regular features of the newsletter will be an editorial, a calendar listing for Florida educators, and a focus on global resources. Contributing writers are invited to submit opinions. Free of charge.
Contact: Global Awareness Program, School of Education, Florida International University, Miami, FL 33199; (305) 554-2664.

The Global Classroom: An Annotated Bibliography for Elementary/Secondary Teacher. Minneapolis, MN: College of Education, University of Minnesota, 1984.

This is a general reference bibliography for teachers and other interested persons who wish quick and effective access to resources that meet the growing interest in global education. It is the result of a search through more than 44,000 books, articles, and papers. Divided into four sections, it concentrates on books/articles that are a basis for analyzing the development of the global education field, a materials list of instructional resources for specific subject areas and class levels, a source list of organizations, associations and other agencies providing globally-concerned resources, and a materials section of research works in the field. Supported by a grant from the Longview Foundation. 32 pages. $3.00 plus postage.
Contact: Global Education Center, University of Minnesota, 110 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455; (612) 376-5297.

Global Education - 1984 Catalog. Culver City, CA: Social Studies School Service, 1984.

Describes, with prices and full ordering information, educational materials for schools in all media. Topics include global education, international relations, U.S. foreign policy, U.S. history, global issues, comparative political systems, religions, futures, development and area studies. 62 pages. Free of charge.
Contact: Social Studies School Service, Dept. Y4, P.O. Box 802, 10,000 Culver Boulevard, Culver City, CA 90232; (800) 421-4246.

Global Education and International Exchange. Intercom no. 106. New York: Global Perspectives in Education, Inc., 1985.

This issue focuses on the use of international students as resources in the secondary level social studies classes. Included in this publication are

conceptual articles, sample lessons, ideas for additional lessons, and a resource guide which are all designed to help educators become better aware of youth exchange programs and how international students - both foreign students and returned American exchange students - can contribute to the enrichment of social studies education. 48 pages. $7.00 + 75¢ postage.
Contact: Global Perspectives in Education, Inc., 218 East 18th Street, New York, NY 10003; (212) 674-4167.

Global Education Center Newsletter. Minneapolis, MN: Global Education Center, University of Minnesota, 1985.

Global education activities for Minnesota educators are outlined in a full-page calendar listing in the Global Education Center Newsletter, a monthly publication which also informs subscribers of major conferences, workshops and study tours in other parts of the globe. This relatively new information source is made possible with support from the Danforth Foundation. It features a section on Global Awareness, presents a student activity for the classroom, and lists a variety of opportunities for educators as well as current resources. Free of charge.
Contact: Global Education Center, College of Education, University of Minnesota, 110 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455; (612) 376-5297.

Global Studies Bibliography. Bloomington, IN: Social Studies Development Center, Indiana University, 1982.

This annotated list of resources for global education is arranged in three sections:

1. Background reading (basic books);
2. Articles, journals, and bulletings;
3. Sources of lessons and classroom activities.

12 pages, mimeographed. $1.00 postpaid.
Contact: Jim Becker, Social Studies Development Center, 513 North Park Avenue, Bloomington, IN 47401; (812) 335-3838.

Hanvey, Robert G. An Attainable Global Perspective. Occasional Papers, No. 1. New York: Global Perspectives in Education, 1979.

Develops a concise and practical definition of a "global perspective," explaining why a global perspective is important and should be promoted in the schools, and how schools can incorporate a global perspective into the curriculum. 28 pages. $2.00 plus 75¢ postage.
Contact: Global Perspectives in Education, Inc., 218 East 18th Street, New York, NY 10003; (212) 674-4167.

Hoopes, David. Global Guide to International Education. New York: Facts On File Publications, 1984.

This book is a comprehensive volume of information on programs, organizations and publications which serve as resources in international studies and global education. The book is divided into three sections:

1. General programs, organizations and sources;
2. Programs, organizations and sources focusing on a world region;
3. Programs, organizations and sources focusing on each of 150 countries.

Included are three separate indexes and many cross-references for easy access to the large amount of material. 704 pages. $75.00.

Contact: Facts On File Publications, 460 Park Avenue South, New York, NY 10016; (212) 683-2244.

Johnson, Jacqueline, and John Benegar. Global Issues in the Intermediate Classroom, Grades 5-8. Boulder, CO: Social Science Education Consortium, 1981.

A joint publication of the Social Science Education Consortium (ERIC Clearinghouse for Social Studies/Social Science Education) and Global Perspectives in Education, this handbook of student activities and teacher resources was designed to fill a need for classroom materials specifically designed for teaching global perspectives to students in the middle grades--"probably the optimum time for global learning to take place" (from Preface). Parts I, II, and III consist of activities to develop concepts of global awareness, global interdependence and cross cultural understanding. An annotated listing of related sources in the ERIC system follows, and a list of sources of information and materials for teachers and students. Student handouts for the activities are grouped together at the end, to be photocopied as needed. The text has 85 pages. $8.95 postpaid.

Contact: Social Science Education Consortium, 855 Broadway, Boulder, CO 80302; (303) 492-8434.

King, David C., et al. Education for a World in Change: A Report. Intercom No. 96/97. New York: Global Perspectives in Education, 1980.

A progress report on U.S. global education efforts. Includes sections on local initiatives, textbooks, resources, and answers to community- asked questions about global perspectives education. 61 pages. $5.00 plus 75¢ postage.

Contact: Global Perspectives in Education, Inc., 218 East 18th Street, New York, NY 10003; (212) 674-4167.

Lambert, Richard D., et al. Beyond Growth: The Next Stage in Language and Area Studies. Washington, DC: Association of American Universities, 1984.

This report is a comprehensive survey of the current status of language and area studies in the United States. It concentrates on the present capacities of the US universities for advanced training and research in foreign language and

area studies. Recommendations are given for strengthening in the university programs studies of these topics. Included are a bibliography, tables, and eight appendices. 436 pages. Limited supply - for 1 free copy, write to Sharon Rowe.
Contact: Sharon Rowe, Association of American Universities, One Dupont Circle, Suite 730, Washington, DC 20036.

Lamy, Steven L., ed. Global Education Perspective. Educational Research Quarterly, Vol. 8, No. 1. 1983.

Special issue on Global Perspectives Education. Describes key research findings in global education, reviews successful programs, and provides some definitional parameters for global education. Some of the topics covered are: current literature in the field, the community-based approach to global education, teacher attitudes, curriculum development, and international education consortia. Contributors include Doni Kobus, James Rosenau, Robert Woyach, Barbara Tye, Kenneth Tye, Jan Tucker, Carol Marquis, Ron Schukar, George Otero, and Mordechai Rozanski. This issue also features advertisements for resources in global education. 116 pages. Single copy $9.00 postpaid. Bulk rates. Send check or purchase order number.
Contact: Educational Research Quarterly, University of Southern California, School of Education, Waite Phillips Hall 703D, Los Angeles, CA 90089.

Maxwell, Marilyn, and Caryl Hamilton. Feelings and Friends. New York: Global Perspectives in Education, 1980.

Elementary students use pictures, puppets, body language and more to explore the themes of conflict and communication. 71 pages. $5.00 plus 75¢ postage.
Contact: Global Perspectives in Education, Inc., 218 East 18th Street, New York, NY 10003; (212) 674-4167.

Ochoa, Anna S., and Lorraine A. Strasheim. "Social Studies and Foreign Languages: Strengthening the Bonds Between Us". Social Education, vol. 47 no.2 Washington, DC: National Council for the Social Studies, 1983.

The authors describe cooperative efforts between the social studies and foreign languages at national, state, and district or shcool levels. They conclude that educators in both disciplines are taking tentative steps toward a more holistic education, and point out that "global literacy" is a task for all disciplines.
Contact: Social Education, National Council for the Social Studies, 3501 Newark Street NW, Washington, DC 20016; (202) 966-7840.

Pratte, Richard (guest editor). Multicultural Education. Theory Into Practice Vol. XXIII, No. 2. Columbus, OH: The Ohio State University, 1984.

This issue of the journal Theory Into Practice contains articles which discuss the importance of multicultural education. The articles give arguments and practical suggestions for a change in classroom curriculum to meet the need

for understanding diverse cultural backgrounds of students and teachers. Some topics discussed are "Multicultural Education and Global Education: A Possible Merger," "Ethnicity: The Search for Characteristics and Context," and "Not All Children Are Anglo and Middle Class: A Practical Beginning for the Elementary Teacher." 163 pages. $4.50 per issue.
Contact: Theory Into Practice, 149 Arps Hall, 1945 North High Street, Columbus, OH 43210; (614) 422-2801.

Remy, Richard C. (guest editor). Global Education. Theory Into Practice, vol. XXI, no. 3. Columbus, OH: The Ohio State University, 1982.

This issue of the journal Theory Into Practice explores the meaning, need for, and role of global perspectives in teacher education. The articles in this issue are aimed at the role of the teacher in globalizing the classroom. The topics discussed cover such areas as "Cross-Cultural Experiential Learning for Teachers," "Education for International Understanding: A View from Britain," "The Meaning and Status of International Studies in West-African Schools," and "Goals for Global Education." 236 pages. $4.50 per issue.
Contact: Theory Into Practice, 149 Arps Hall, 1945 North High Street, Columbus, OH 43210; (614) 422-2801.

Remy, Richard C., et al. International Learning and International Education in a Global Age. Bulletin no. 47. Washington, DC: National Council for the Social Studies, 1975.

Presented in this book are research findings on pre-adult international learning and approaches to studying global politics to aid educators in assessing and designing effective world-studies programs. 104 pages. $6.95.
Contact: National Council for the Social Studies, 3501 Neward Street, NW, Wahsington, DC 20016; (202) 966-7840.

Rosengren, Frank H., Marylee Crofts Wiley, and David S. Wiley. Internationalizing Your School: A Resource Guide. New York: National Council on Foreign Language and International Studies, 1983.

This comprehensive guide makes the case for the introduction of international studies and foreign languages into schools and suggests a number of actions which can be taken by parents, school board members, school board administrators, and teachers. It provides a compendium of books, articles, cassettes, audiovisual materials including films, with information on access to them, and describes many model programs and curricula which have been successful in big city, suburban, or rural schools, from kindergarten through high school, in all areas of the U.S. 63 pages, $7.50 postpaid. Must be prepaid.
Contact: National Council on Foreign Language and International Studies, 605 Third Avenue, 17th Floor, New York, NY 10158; (212) 490-3520.

Strengthening International Studies in Schools: A Directory of Organizations. Bloomington, IN: Social Studies Development Center, Indiana University, 1984.

Provides annotated list of selected organizations offering materials and services especially designed to aid elementary and secondary school educators in this efforts to strengthen international studies within the school system. Lists contact person and address of World Affairs Councils, professional education associations, international organizations, student and teacher exchange programs, and organizations with special interests. Also identifies 92 national resource centers for area and international studies. Special section of appendices aids in assessing current programs, selecting goals, identifying global links in the home and community, and evaluating a global education program. 68 pages. $3.00 postpaid.

Contact: Social Studies Development Center, 2805 East Tenth Street, Bloomington, IN 47405; (812) 335-3838.

Teaching Toward Global Perspectives II. Intercom no. 79. New York: Center for War/Peace Studies, 1975.

This issue contains ideas and activities on a number of global education concepts. It includes units on conflict, interdependence, modernization and urban growth. Grades 5-12. 32 pages. $1.75 plus 75¢ postage.

Contact: Global Perspectives in Education, Inc., 218 East 18th Street, New York, NY 10003; (212) 475-0850.

Woyach, Robert B. (series editor). Bringing A Global Perspective Series, The. Columbus, OH: Mershon Center, The Ohio State University, 1983.

The five volumes in this series each contain eight-ten self-contained lessons for high school students that bring a global dimension to the discussion of central topics in a basic social studies course. Each volume focuses on one basic cultural change, industrialization, population growth, global food and energy systems, and global division of labor. The volume titles are:

1. Bringing A Global Perspective to American Government (135 pages)
2. Bringing A Global Perspective to American History (134 pages)
3. Bringing A Global Perspective to Economics (118 pages)
4. Bringing A Global Perspective to World Geography (120 pages)
5. Bringing A Global Perspective to World History (112 pages)

$7.50 per volume + 5% postage. $35.75 for complete series + 5% postage.

Contact: Social Studies School Service, 10,000 Culver Blvd., P.O. Box 802, Culver City, CA 90232-0802; (213) 839-2436.

Woyach, Robert B. Making Decisions: Our Global Connection. Columbus, OH: Mershon Center, The Ohio State University, 1980.

This unit has ten lessons on local connections with the world and the issues these connections raise. Students learn how they are involved in and affected by world affairs and how decisions about international activities are influenced by

goals, attitudes, roles, and the decision-making process itself. For the junior and senior high school classroom. 162 pages. $5.50 + postage.
Contact: Columbus Council on World Affairs, The International Center, 57 Jefferson Ave., Columbus, OH 43215; (614) 461-0632.

Woyach, Robert B. World Regions: The Local Connection. Columbus, OH: The Ohio State University, 1982.

These 53 lessons and activities help junior and senior high school students learn about their links to key world regions: Africa, East Asia, South Asia, and the Middle East. The meaning and dynamic nature of culture and the similarities as well as the differences among the world's cultures are examined. 447 pages. $7.50 + postage. To be revised soon.
Contact: Columbus Council on World Affairs, The International Center, 57 Jefferson Ave., Columbus, OH 43215; (614) 461-0632.

6/6/85

Resources for Education in Global Issues
prepared by
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218 East 18th Street
New York, NY 10003

RESOURCES FOR TEACHING ABOUT EUROPE

Wasser, Frederick A. A Selected Bibliography to Western European Films: A Study Guide. New York: Columbia University, Center for European Studies, 1980.

This study guide is a collection of recent books and articles about Western Europe. It is designed to provide a framework for students of the social sciences who are interested in using film as a means of understanding the social and political movements of Western Europe. 23 pages. $4.00; postpaid.
Contact: Center for European Studies, Graduate School, City University of New York, 33 West 42nd Street, New York, NY 10036; (212) 790-4442.

Gumbert, Edgar B., ed. A World of Strangers: International Education in the US, Russia, Britain & India. Atlanta, GA: Center for Cross-cultural Education, 1985.

In this 4th volume of the Center for Cross-cultural Education Lecture Series (which features important educational issues from the perspectives of the social sciences and the humanities), four authors look at how people acquire their knowledge and attitudes about those who live in other countries. The four studies examine, respectively: 1) Americans' knowledge and attitudes about the world; 2) how citizens of the USSR, an information-poor country, learn about others in the world; 3) the British people and the manner in which they come to understand the world; and 4) the difficulties in knowledge distribution in the Third World -- with a specific focus on India. The authors, treating the same subject from different academic vantage points, conclude that educational systems, the communication media, and extent of travel are all important sources of information about other people and places. 90 pages. $7.95 postpaid.
Contact: Center for Cross-cultural Education, College of Education, Georgia State University8, University Plaza, Atlanta, GA 30303; (404) 658-2582.

Perotti, Antonio. Action to Combat Intolerance and Xenophobia. Strasbourg: Council of Europe, 1984.

This report from the Council for Cultural Co-operation of the Council of Europe is an attempt to combine a wide range of its projects over the past 15 years under the theme of combating xenophobia and intolerance of others. It assumes an overall and logical approach to winning the struggle for respect for all peoples, and examines key areas within the educational environment. The report recommends action against prejudices and stereotypes through teacher training, revising school textbooks, and educating the mass media about the

plurality of cultures present in society. It considers the prospects for a multicultural Europe by the year 2000. Includes list of references and bibliography. 36 pages.
Contact: Council of Europe, BP 431 R6-67006, Strasbourg, CEDEX, .

An Energy Curriculum for the Middle Grades: Energy and World Cultures. Indianapolis, IN: Indiana Department of Public Instruction, n.a..

This publication contains classroom-ready lessons designed to show how energy is produced and consumed in different cultures and the important energy issues faced by people around the world. It is divided into four sections: Energy and Sub-Saharan Africa, Energy and Europe, Energy and Asia, and Energy and North Africa-Middle East. These sections are designed to be used to supplement standard social studies textbook presentations on these world regions. Teacher and student materials are included. Suitable for grades 5-8. 232 pages. Free of charge.
Contact: Energy Education Consultant, Division of Curriculum, Room 229, State House, Indianapolis, IN 46204; (303) 927-0111.

Lancaster, Thomas D. Comparative Politics, Southern Europe. Atlanta, GA: Emory University, 1983.

Developed under federal funds, this course seeks to provide a basic understanding of the contextual, institutional, and developmental variations of four contemporary Southern European political systems: Portugal, Spain, Italy, and Greece. Central, theoretical questions of course stem from the fact that all four countries are attempting to consolidate democratic political systems following right-wing dictatorships and either revolution or war. Bibliography; 14 week course; one semester; four credits. Undergraduate level; 20 pages.
Contact: Thomas D. Lancaster, Center for International Studies, Admin. Bldg., Emory University, Atlanta, GA 30322; (404) 329-6562.

Barlett, Peggy. Economic Anthropology: Course Syllabus and Bibliography. Atlanta, GA: Emory University, 1980.

In this course many questions concerning economic anthropology will be examined. The main objective is to give a careful overview of the varying theoretical issues involved such as "substantivist" and "formalist" differences. Three books are required reading for this course: LeClair & Schneider, Economic Anthropology; Halperin & Dow, Peasant Livelihood; and Pospisil, The Kapauku Papuans. An extensive bibliography is attached. Undergraduate level; 11 pages.
Contact: Dr. Peggy Barlett, Emory Center for International Studies, Administration Building, Emory Univ, Atlanta, GA 30322.

Europe Today: An Atlas of Reproducible Pages. Wellesley, MA: World Eagle, 1984.

Presents maps, tables, and graphs on all the countries of Western Europe and Eastern Europe, including all of the USSR, in relation to size, population, resources, commodities, trade, religion, cities, food and agriculture, health,

schooling, jobs, energy, jobs and demographic statistics. Concludes with individual country maps. 160 8½"x11" pages. Paperback $23.50 plus $1.50 shipping; hard cover $35.95 plus $2.50 shipping. Extra mailing changes to Canada. Available February 1985; can be preordered.
Contact: World Eagle, 64 Washburn Avenue, Wellesley, MA 02181; (617) 235-1415.

European Films. Bloomington, IN: West European Center, Indiana University,

This catalogue describes films available for rental from the Indiana University Audio-Visual Center. Included are films in French, Spanish, and German that are suitable for foreign language classes. Also contained in this catalogue are English language films about Western European geography, history, education, culture, and fine arts. Films about European immigrants and ethnic communities in the U.S. are listed in a special section of this catalogue. Includes films suitable for all levels of instruction from elementary through higher education. 62 pages. No charge for catalogue. Varying charges for film rental.
Contact: Outreach Coordinator, West European Center, Indiana University, Ballantine Hall 542, Bloomington, IN 47405; (812) 335-3280.

European Language Tape Recordings. Bloomington, IN: West European Center, Indiana University, n.a..

This listing of foreign language tapes available from the Language Laboratory at Indiana University's Recorded Materials Library covers titles in German, Spanish, Portuguese, Italian, and the Germanic languages (Danish, Dutch, Gothic, Icelandic, Norwegian, Swedish and Yiddish). Additional to basic and advanced speaking courses in each languge are the following categories: conversations,; exercises; culture; music (including opera); speeches and lectures; and courses. The Language Laboratory makes available good quality tapes for schools or individuals at a charge sf $2.00-$3.00 per hour of playing time. 41 pages. Free of charge.
Contact: West European Center, Indiana University, Ballantine Hall 542, Bloomington, IN 47405; (812) 335-3280.

European Studies: The Southern Nations (filmstrip series). New York: New York Times Filmstrips/Educational Enrichment, 1982.

A set of 4 color filmstrips with cassette and spirit master on Spain, Portugal, Italy, and Greece. For each nation the filmstrip presents an historical view, a look at the present, and discussion on political struggles and the possible shape of the future. Each country $28.00; complete program with guide $97.00.
Contact: Social Studies School Service, P.O. Box 802, 10,000 Culver Blvd., Dept. Y4, Culver City, CA 90232; (800) 421-4246.

European Studies: The Western Nations (filmstrip series). New York: New York Times Filmstrips/Educational Enrichment, 1982.

A series of color filmstrips with cassettes each on a Western European country, namely France, Belgium, Switzerland, the Netherlands, West Germany and

Austria. Each filmstrip provides background on the country's geography, history, culture, and current economic status. The program as a whole presents a view of these countries' coexistence, their relationship with the U.S., and the role of NATO. Each country $28.00; complete program with 3 spirit masters and guide $144.00.

Contact: Social Studies School Service, Dept. Y4, P.O. Box 802, 10,000 Culver Boulevard, Culver City, CA 90232; (800) 421-4246.

Films on Russia and Eastern Europe. Seattle, WA: Russian and East European Area Center, 1983.

This catalogue is a listing of films about Russian history, people, and politics. The films are in color or black-and-white, and vary in length from 20 minutes to nearly two hours. Film prices range from $7.00 to $26.50. Good for secondary and higher education. 23 pages.

Contact: Larry Lerner, Russian and East European Area Center, University of Washington, 503 Thomson, DR-05, Seattle, WA 98185; (206) 543-4852.

Nesbitt, William A. Getting Nations Together: A Case Study of the European Community. New York: CIPA, 1979.

This booklet focuses on the following topics: Interdependence; The Integration Process; Forming the European Community; The European Community in Action; and the Future of the European Community. Though it was printed in 1979, much of the material is useful in the study of the European Community. Bibliography included. Higher education/adult. 74 pages; $3.00.

Contact: Learning Resources in International Studies, Suite 9A, 777 U.N. Plaza, New York, NY 10017; (212) 972-9877.

Global Understanding (a two-part, audio/print series). La Jolla, CA: National Media Programs, 1984.

Global Understanding, a two-part, audio/print series designed as undergraduate political science courses or as supplemental material to existing courses, contains audio programs, anthology textbooks, and comprehensive student guides and faculty manuals. The first course, Contemporary Western Europe, examines the various types of governing processes prevalent in Western Europe today and focuses on common problems such as inflation, unemployment, immigration, energy supply and demand, social welfare, and national security. Fifteen half-hour audio programs correspond to the anthology readings, and the Faculty Manual provides a test bank of multiple choice and essay questions. The second course, The Challenge of China and Japan, traces the cultural, historical, and philosophical roots of Chinese and Japanese political systems and considers how these two very different societies deal with their respective political, social, and economic problems. Foreign trade, energy, agriculture, welfare, education, and defense are some of the policy issues explored in the course text. The 15 audio programs, integrated through the Study Guide with the anthology readings, feature interviews with Chinese and Japanese government officials, policymakers, and others. Each cassette package is $34.95, postpaid.

Contact: Yvonne Hancher, National Media Programs, X-002, University Extension, University of California, San Diego, La Jolla, CA 92093; (619) 452-3405.

Roland, Donna. Grandfather's Stories (Series).. El Cajon, CA: Open My World Publishing, 1984.

Recommended for grades 1-3, the Grandfather's Stories series enlightens young readers as it introduces them to the various cultural backgrounds of some of their classmates. These stories emphasize cultural similarities and differences. Currently, six cultures are available -- American Indian, Cambodian, German, Mexican, Philippino, and Russian. Each culture is represented by two books. The first book introduces the culture and helps the reader learn about different customs and lifestyles; the second continues the story line with a folk tale told by grandfather. Task cards with questions and suggested activities are included for follow-up. Approximately 25 pages each. Paperback. 100-500 copies at $4.50 each; 501-1000 at $4.00; 1001-2500 at $3.75; 2501-5000 at $3.50; over 5000 at $2.75. School discounts apply when ordering 1000 or more copies. Check or purchase order must accompany order.
Contact: Open My World Publishing, 1300 Lorna Street, El Cajon, CA 92020.

Great Decisions '85 Bibliography. New York: Foreign Policy Association, 1985.

The annual Great Decisions publication, a briefing and discussion guide on eight current foreign policy topics, was profiled in ACCESS #50. This selective bibliography has been prepared as a companion piece to the annual study guide; it is meant for those interested in pursuing one or more of the eight subjects in greater depth. The topics are: Revolutionary Cuba; Soviet Leadership in Transition; Iran-Iraq War; Budget Deficit, Trade & the Dollar; The Philippines; Population Growth; Future of the Atlantic Alliance; and U.S. Intelligence. Part I of the Bibliography includes easily accessible references of general value to world affairs students, such as newspapers and periodicals. Part II lists approximately two dozen references for each of the eight study topics. 21 pages. $2.00 plus postage.
Contact: Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016; (212) 481-8450.

Maxwell, John A. Instructional Modules on the German Democratic Republic. Morgantown, WV: West Virginia University, Department of Political Science,

This module was designed for FACDIS to assist faculty in history, political science, or other social sciences. It is broken into four parts: a brief history covering main events and developments; a syllabus identifying major topics covered; a bibliography; and teaching strategies. 76 pages.
Contact: Dr. Sophia Peterson, Co-Director-FACDIS, Department of Political Science, West Virginia University, Morgantown, WV 26506; (304) 293-7140.

Kuter, Lois. Introducing Western Europe. Bloomington, IN: West European Center, Indiana University, 1982.

This packet of student readings and activities contains six lessons designed to provide general geographical, historical and cultural background on Western Europe. Lessons focus on the way of life, communication patterns, international relations, history, and contemporary problems of European peoples. Included is a

case study of the pollution produced by a shipwreck off the coast of Brittany and an examination of the questions of international law and international responsibility raised by this incident. Designed for grades 6-12. 39 pages. Free of charge.

Contact: Outreach Coordinator, West European Center, Indiana University, Ballantine Hall 542, Bloomington, IN 47405; (812) 335-3280.

Lapeyre, Andrea. Mary's First Schoolday in Paris. Bloomington, IN: West European Center, Indiana University,

This brief lesson written in English demonstrates to the students that a person, when placed in an unfamiliar culture, will have difficulty interpreting situations and knowing how to respond. The students, playing the role of Mary on her first schoolday in Paris, are placed in situations in an unfamiliar culture that requires them to interpret events and choose a response. Although designed for students studying the French language, the lesson can also be used by social studies teachers to demonstrate the importance of one's cultural background in interpreting and responding to events. Suitable for high school and junior high school students. 17 pages. Free of charge.

Contact: Outreach Coordinator, West European Center, Indiana University, Ballantine Hall 542, Bloomington, IN 47405; (812) 355-3280.

Schaufele, William E., Jr. Polish Paradox: Communism and National Renewal. Headline Series No. 256. New York: Foreign Policy Association, 1981.

The author, who was U.S. Ambassador to Poland from June 1977 to September 1980, begins with a brief compendium of Polish history as a necessary perspective for beginning to try to understand the current situation. Subsequent chapter headings are: communist Poland; Solidarity; church, farm, and freedom; Poland between East and West; 1981 and beyond: a personal prologue. The booklet ends with a few discussion questions for seminars or community groups and list of reading references. 72 pages, photographs. $3.00 plus $1.00 postage; must be prepaid.

Contact: Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016; (212) 481-8454.

Holzman, Franklyn D. Soviet Economy, The: Past, Present, and Future. Headline Series No. 260. Foreign Policy Association, 1982.

The author surveys the Soviet economy from 1928-80 and looks at the "economic balance sheet in the 1980s" under the topics: population trends, military expenditures, agriculture, petroleum, the Polish crisis, hard currency balance of payments and trade, technology, and economic reform. A final section examines prospects for the 1980s--the economic outlook in general, the use of economic sanctions, increased East-West interdependence due to the Soviet gas pipeline, and the need for U.S. policy coordination with West European nations, industries, and banks to improve the West's position vis-a-vis Soviet military power. As usual, in the Headline Series, questions for group discussion are suggested and a reading list provided. 64 pages, $3.00 plus $1.00 postage and handling. Orders of $6.00 or less must be prepaid.

Contact: Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016; (212) 481-8450.

Johnson, Jacquelyn S. Teaching About Conflict: Northern Ireland. Denver, CO: Center for Teaching International Relations, University of Denver, 1983.

This unit provides an overview of the conflict in Northern Ireland, including the historical roots of the conflict and its current economic, political, and social aspects. The involvement of Americans in the conflict is also explored in an activity on the "American connection." Included also are activities focusing on topics of global importance such as propaganda, terrorism, and conflict resolution. Adaptable for use in grades 7-12. 145 pages. $14.95, plus 6% of total, or $2.00 minimum for postage/handling.
Contact: CTIR Publications, University of Denver, Denver, CO 80208; (303) 871-2164.

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Resources for Education in Global Issues
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GLOBAL PERSPECTIVES IN EDUCATION
218 East 18th Street
New York, NY 10003

RESOURCES FOR TEACHING ABOUT AFRICA

Africa in the School and Community. Boston, MA: African Studies Center, Boston University, 1985.

The Outreach Newsletter Africa in the School and Community is published three times annually for persons interested in the latest news and theory concerning the continent of Africa. The Winter '85 Newsletter presents an update on what some Greater Boston area high schools are doing to develop programs and events devoted to African themes. It features several articles by guest contributors, two very different reviews to the same new textbook on Africa, and a News and Notes section containing many useful accouncements about Africa and related programs. There is often a resource list of new African Studies materials available. Free of charge.
Contact: Outreach Program, African Studies Center, Boston University, 270 Bay State Road, Boston, MA 02215; (617) 353-7303.

Africa Today: An Atlas of Reproducible Pages. Wellesley, MA: World Eagle, 1983.

100 pages of illustrative maps, tables, and graphs depicting the continent's size, population, resources, commodities, trade, languages, religions, cities, food and agriculture, health, schooling, jobs, energy, industry, and demographic statistics. In addition there are 53 pages of individual country maps originally produced by the CIA and Department of State. Available in two forms: bound paperback (8½"x11") or teacher loose-leaf edition, $23.50 plus $1.50 shipping and handling.
Contact: World Eagle, 64 Washburn Avenue, Wellesley, MA 02181; (617) 237-1055.

Connections: Our Developing World. Washington, DC: Communications for Development, 1985.

Connections: Our Developing World is a newly-created education program designed to help Americans understand and appreciate the meaning of international relationships and development. Its main focus is on America's links with developing countries. Composed of two learning modules, this multimedia educational package for university and secondary schools, as well as a broad range of institutions and groups, will be completed later in the year. The core component of the package, however, is now available for distribution; this is a module on the subject of the international development process. Entitled "What's A Developing Country?," this self-contained program is adaptable for 4-16 hours of group study. It includes an audiovisual presentation, printed handouts, and

an 80-page, looseleaf facilitator's manual that features schedules for six learning activities, discussion questions, suggested outside projects, and annotated bibliographies of background readings. "What's A Developing Country?" aims to: (1) introduce and explore key international development themes; (2) present examples of successful development assistance projects; and (3) help participants with follow-up actions. $65.00 (slide tape format); $75.00 (VHS/Beta II aand III). Reduced prices for quantity orders. Postpaid. Payment must accompany all orders. Focus of the second module, still in the production process, is on U.S./Third World interdependence. The modules can be used separately or together.

Contact: Communications for Development, Nancy Swing, Project Coordinator, 634 F Street NE, Washington, DC, 20002; (202) 546-1025.

Curriculum Materials for Teachers 1983. Urbana, IL: University of Illinois, 1983.

This collection has been developed over some ten years of outreach activities in the African Studies Program at the University of Illinois to provide teachers and others interested with current information and resources on Africa not ordinarily available to the non-specialist. 76 items, indexed and coded for teaching level, are arranged in the categories: general information; materials evaluation and teaching guidelines; government and politics; agriculture and economic development; health, science and the environment; social institutions; the arts; language and literature; games; film guides; and bibliographies. Complete set, 350 pages. $7.50 postpaid. It is also possible to order items separately--up to 20 items for $2.50 postpaid. Send for the listing of contents. All orders must be prepaid with check or money order payable to the University of Illinois.

Contact: African Studies Program, University of Illinois, 1208 West California, Room 101, Urbana, IL 61801; (217) 333-6335.

Hunger in Africa: Some AFSC Perspectives. Philadelphia, PA: American Friends Service Committee, 1985.

A report on hunger in Africa, with a focus on the Sub-Saharan countries, and on the search for long-term solutions to the problems of food shortage. This paper looks at Africa's history and at the factors that have damaged Africa's ability to feed itself. It examines the impact of colonialism on the nation's human and natural resources, the impact and consequences of militarism, the cash crop system, and the foreign debt. It regards women as a critical economic factor in development, and in the matter of population growth, considers this is not the cause of poverty and hunger, but rather that poverty and hunger "invariably provide a context for high birth rates and population growth." Hunger in Africa weighs the values of outside relief efforts and suggests a number of principles for relief work to restore Africa to self-sufficiency and away from long-term dependency on outside aid. 11 pages. $1.00, or 74¢ for orders of 10 or more.

Contact: American Friends Service Committee, Information Services Department, 1501 Cherry Street, Philadelphia, PA 19102; (215) 241-7000.

International Studies. New York: UNIPUB, 1985.

International Studies lists more than 100 resources in areas such as African Studies ("Apartheid: Power and Historical Falsification"), Education ("UNESCO Handbook for the Teaching of Social Studies"), and International Law and Economics ("Japan Economic Almanac/1985"). Send for free catalogue.
Contact: UNIPUB, 205 East 42nd Street, New York, NY 10017.

Int'l Ed.: Perspectives, Experiences, and Visions in an Interdependent World. Cambridge, MA: President and Fellows of Harvard College, 1985.

The race between education for peace and the catastrophe of self-generated world destruction has prompted the editors of the Harvard Educational Review to explore where and how educational initiatives are occurring at the international level. The result is this special issue, a collection of experiences and visions about the role of international education in today's world, an effort requiring more than 18 months of preparation. With an overall view toward pointing education in a direction leading to a more positive and peaceful world, this anthology presents 11 wide-ranging articles of educational theory. Among the titles are: "Education in Tanzania" (authored by the United Republic of Tanzania's President Julius K. Nyerere); "The Relationship between Racism and Education in South Africa" (by Ernest F. Dube, State University of New York at Stony Brook); and "Learning and Teaching Development" (by Joseph Short, former executive director of Oxfam America). This Volume also contains sections of essay reviews, book reviews, and book notes (interviews with staff and reviews of materials from the three major U.S.-based exchange programs). Published four times a year; $8.00 single issue. Subscriptions: $27.00/1 yr. or $42.00/2 yrs. (individuals); $48.00/1 yr. or $75.00/2 yrs. (institutions); $16.00/1 yr. (students).
Contact: Harvard Educational Review, Subscriber Service Dept., Longfellow Hall, 13 Appian Way, Cambridge, MA 02138; (617) 495-3432.

Six World Bank Films and Teaching Guides. Washington, DC: The World Bank, 1984.

Efforts to improve living conditions in the developing countries of Bangladesh, Brazil, India, Kenya, Mexico and West Africa comprise the contents of a new audiovisual project of six films available for rental to secondary schools. Each film is accompanied by a teaching guide containing summaries of all the films, vocabulary lists, before- and after-viewing activities, discussion questions and easily reproduced student maps. The films can be useful in many social studies courses, and the teaching guides, developed by social studies teachers, have been tested successfully in the classroom. Films vary in length from 10 to 28 minutes. Three of them (Brazil, Mexico and West Africa) are available in Spanish as well as English. $10.00 rental/handling fee; must be ordered on school stationery or with a school purchase order number. Otherwise $25.00.
Contact: World Bank Film Library, Room D-845, 1818 H Street NW, Washington, DC, 20433; (202) 477-1234.

South Africa. Washington, DC: The Washington Office on Africa Educational Fund, 1985.

This packet on South Africa offers five fact sheets which present information on the legalized system of racism known as apartheid -- its historical origins, implications, labor system, and impact on family life. It examines the "bantustans" (reservation communities set aside for African blacks), problems of health care, the educational system and its textbooks, and current resistance efforts by black South Africans. This resource also contains two action sheets which examine U.S. corporate involvement in South Africa and how to take part in the divestment movement (withdrawal of funds from corporations and banks which do business in South Africa and are crucial for apartheid's survival), along with other action measures to organize against apartheid. Also includes a Literature List and Glossary. $2.50 for 1-50; $2.00 each for over 50; teacher's discount available. Add 35% for postage and handling.
Contact: The Washington Office on Africa Educational Fund, 110 Maryland Avenue, NE, Washington, DC, 20002; (202) 546-7961.

South Africa/Time Running Out: Bill of Rights in Action. Los Angeles, CA: Constitutional Rights Foundation, 1984.

This special issue, based on the Report of the Study Commission on U.S. Policy Toward Southern Africa, is intended for able high school students as the basis for a 10-20 day unit of study. Section I: The U.S. and South Africa is designed to stimulate interest and provide basic background information. Section II: Apartheid and the Dynamics of South African Life contains eight short articles dealing with different aspects of the current South African situation; each begins with a factual introduction followed by interviews with South Africans. Section III: The Wider Stage reviews briefly South Africa's position in Africa and in the world, as well as the policies of the U.S., selected Western European countries, Japan, and the Soviet Union, and the economic importance of South African trade and minerals to the Western community. Section IV: Practices and Policies Toward South Africa contains activities designed to compare practices of the South African government with the Universal Declaration of Human Rights, to debate whether the U.S. should invest in South Africa, to identify American interests, and develop recommendations to a new American president regarding our South Africa policy. 62 pages, $4.26 postpaid.
Contact: Constitutional Rights Foundation, 1510 Cotner Avenue, Los Angeles, CA 90025; (213) 473-5091.

Stanford Program on International and Cross-Cultural Education (Catalogue). Stanford, CA: SPICE, 1985.

The Stanford Program on International and Cross-Cultural Education (SPICE) has just released a new, 17-page catalogue of materials. SPICE has new curriculum units on China, Japan, Africa, and Latin America, for both elementary and secondary students. Among the new titles are: "Traditional Chinese Celebrations" (K-8); "Two Voices from Nigeria" (7-12); and "Mapping Latin America" (4-10). SPICE's newest project, International Security and Arms Control (ISAAC) now has available a bibliography of elementary and secondary resources on teaching about nuclear related issues. Catalogue is free of charge.
Contact: SPICE, LHH Building, Room 200, Stanford University, Attention: Order Desk, Stanford, CA 94305.

Student Series: Short Story International, vol. 5, no. 17. Great Neck, NY: International Cultural Exchange, 1985.

One of the two-series set of student fiction by writers from all over the globe, the Student Series, for older readers, presents nine short story adventures from around the world. Writers featured in the May 1985 issue issue have spun tales of young people living in Poland, India, Sri Lanka, and South Africa. $4.25, paperback; postpaid.
Contact: International Cultural Exchange, 6 Sheffield Road, Great Neck, NY 11021.

Two Voices from Nigeria: Nigeria Through the Literature of Chinua Achebe. Stanford, CA: SPICE, Stanford University, 1985.

This teaching unit, developed by a high school teacher and a curriculum developer who visited Nigeria, uses excerpts from the works of Chinua Achebe and Buchi Emechtu to enable students to see Nigeria through the eyes of two Nigerians, a man and a woman. The excerpts which introduce students to a variety of works are accompanied by activities and questions. For grades 7-12. 100 pages.
Contact: SPICE, Stanford University, 200 Lou Henry Hoover Bldg., Stanford, CA 94305; (415) 497-1114.

VIDEA Classroom Resource Kits. Canada: Victoria International Development Education Association, 1985.

The Victoria International Development Education Association (VIDEA) has researched and produced five classroom resource kits on Egypt, Nigeria, Jamaica, India, and Fiji for students in grades 6-8. A resource kit on China will soon be released. Each kit contains an up-to-date text along with a video or slide-tape presentation. Also included are fact sheets, maps, student activities, and slide-tape scripts. Focus is on the land, the people, history and government, food and agriculture, natural resources and industry, families, housing, religion, education, and city and rural life. $12.50/texts; $50.00/slide-tapes; $35.00 for 1/2" and $55.00 for 3/4" videos. Classroom reading kits for senior secondary students offer 30 pages of informational reading on world issues such as food, economics, urbanization, population, and resources/environment. $5.00 each.
Contact: VIDEA, 407-62 View Street, Victoria, BC, V8W 1J6; Canada (604) 385-2333.

What Do We Know About Africa?. Boston, MA: African Studies Center, Boston University, 1985.

A new educational resource designed to question stereotypes and assumptions about the continent of Africa has been created in the form of a 30 minute slide-tape presentation to serve as an introduction to units in the social studies, history, geography, global issues, and anthropology. Including 113 numbered slides, a 30 minute cassette tape, script, map, and curriculum guide, this kit provides a focus for discussion in high school and college classrooms,

teacher training seminars, community groups, and orientation programs for work and study in Africa. $50.00 purchase price; $20.00 rental.
Contact: African Studies Center, Boston University, 270 Bay State Road, Boston, MA 02215; (617) 353-7303.

Women in Africa of the Sub-Sahara. St. Louis Park, MN: Women in World Area Studies (WWAS), 1983.

The same title refers to three different items:

1. A two-volume paperback set. Volume I deals with women in many situations in African history to the 20th century. Volume II is on women under apartheid in South Africa and the concerns of modern African women. $5.95 each. A teachers guide covering both volumes is $2.50.
2. Sound filmstrip with its own teachers guide, $29.95.
3. Bibliography of English language sources compiled and annotated during research for the teaching units. About 400 sources, usually found at research libraries. $4.00.

Contact: Susan H. Gross, 6425 West 33rd Street, St. Louis Park, MN 55426; (612) 925-3632.

Women in Films. New York: The United Nations Non-Governmental Liaison Service, 1985.

This catalogue profiles 37 films which portray the lives of women in the developing world. The films are suitable for information activities, study sessions, and educational seminars directed to both policymakers and citizens alike who seek to increase awareness and advocacy on behalf of women worldwide. They cover many world areas and, while most are in English, some are in French, Spanish, and even Arabic. The brochure lists six specialty distributors with complete catalogues of films on and by women. A final page lists some worthwhile tips on how to conduct a film showing so that an audience gets the most from it.
Contact: NGLS, United Nations DC2-1103, New York, NY 10017.

World Development Forum. San Francisco, CA: The Hunger Project, 1985.

World Development Forum is a free twice monthly collection of international trends, facts, and opinions based on the changing conditions of the developing world. This public service from The Hunger Project features interesting items in each issue which educators concerned with the Third World might find useful in classroom lessons. For instance, a recent Forum report explained why Costa Rica and Brunei in Southeast Asia come closest to fulfilling the requirements of paradise, what 10 foreign mammals are on the list of endangered species, how women in Pakistan are protesting Islamic laws, and why smallpox is now considered by the World Health Organization as officially eradicated.
Contact: World Development Forum, The Hunger Project, P.L. Box 789, San Francisco, CA 94101.

Bigelow, William. Strangers in Their Own Country: A Curriculum Guide on South Africa. Trenton, NJ: Africa World Press, 1985.

Strangers In Their Own Country introduces students and teachers to the lives and struggles of the people of South Africa through 15 lessons and 26 student handouts. This curriculum manual for teachers incorporates short stories by South African writers, poems, role plays, simulations, news articles, and historical readings. Some lessons involve film showings. This resource has a publication date of June 1985. 192 pages (estimated). $14.95 (paper only), with a 20% prepublication discount up to May 31, 1985. Add $1.00 for postage/handling.
Contact: Africa World Press, P.O. Box 1892, Trenton, NJ 08608.

Bingham, Marjorie, and Susan Gross. Women in World Cultures Series. St. Louis Park, MN: Glenhurst Publications, 1977-1985.

This paperback series of 10 titles has been developed for secondary students to promote an awareness of the lives and concerns of women in other countries. The books emphasize using women's own words to describe themselves and feature actual writings by and interviews with women from the different cultures studied. Using historical photos, cartoons, drawings, maps, and charts along with the narrative, the authors consider the status of women in Islam, Israel, China, Modern China, India, the U.S.S.R., Africa (2 vols.) and Latin America (2 vols.) Women in Japan will soon be available. $6.95 each. The books are supplemented with six filmstrip titles which can also be used independently. $29.95 each (except for Latin America which has English and Spanish narration, $40.00).
Contact: Glenhurst Publications, Inc., Central Community Center, 6300 Walker Street, St. Louis Park, MN 55416; (612) 925-3632.

Brooks, George E., Jr. Themes in African and World History. Bloomington, IN: African Studies Program, Indiana University, 1982.

Three essays offering broad overviews of some of the major themes in African History are addressed to the general reader and to teachers for use as introductory or supplementary readings in college and high school courses in African, Afro-American, and World History. The topics explored are:

A scheme for integrating Africa into world history;
Tropical Africa: the colonial heritage;
The African heritage and the slave trade.

Includes maps depicting: 1) historical distribution of language groups; 2) language families of modern Africa; 3) main vegetation areas and some prehistoric sites; and 4) independent Africa. 59 pages. $5.00 postpaid.
Contact: African Studies Program, Indiana University, Woodburn Hall, Bloomington, IN 47405; 1(812) 337-7587.

Brown, Lester R., et al. State of the World 1985. Washington, DC: Worldwatch Institute, 1985.

A complete and up-to-date reference to the world's resources and how they are being managed is now available in both hardback and paperback editions. The

1985 version of this desktop reference for development specialists, government officials, business leaders, economists, environmentalists, professors, and students presents over 100 figures and tables, fully indexed and referenced, concerning strategic issue areas in 1985 and the future. Chapter titles include: "Reducing Hunger;" "Maintaining World Fisheries;" "Protecting Forests from Air Pollution and Acid Rain;" "Increasing Energy Efficiency;" and "Stopping Population Growth." $18.95 hardback. $8.95 paperback; 2-4 copies: $6.95 each; 5 or more copies: $4.95 each.

Contact: Worldwatch Institute, 1776 Massachusetts Avenue NW, Washington, D.C., 20036; (202) 452-1999.

Bryan, Sam (guest ed.). Focus on South Africa: Time Running Out. Intercom No. 105. New York: Global Perspectives in Education, 1983.

Presents a selection of material on South Africa in four units: an introduction to South Africa; an introduction to apartheid; apartheid in action; and "what's ahead?". Lessons have students investigate the situation in South Africa, make suggestions about its future, and evaluate information from various sources. This publication suggests methods of looking at and forming opinions on any controversial issue. Includes a glossary and annotated list of resources on South Africa. Illustrated with maps and photographs. 56 pages. $7.00 plus 75¢ postage.

Contact: Global Perspectives in Education, Inc., 218 East 18th Street, New York, NY 10003; (212) 674-2164.

Cohen, Marjorie Adoff. Volunteer! The Comprehensive Guide to Voluntary Service in the U.S. and Abroad. Yarmouth, ME: Intercultural Press, 1985, 1985.

This comprehensive guide to voluntary service in the U.S. and abroad details entries on over 160 carefully-screened organizations that sponsor voluntary service programs, including a description of the organization and its program, information about age and skill requirements, and facts concerning living and financial arrangements. It also lists application deadlines and names of contact persons. The author provides guidelines for selecting the voluntary program best suited to the reader's interests and skills. She covers full-time private and public volunteer programs, including those of the U.S. Government and the United Nations. Indexes list organizations alphabetically, by skills needed, location, and length of service required. 179 pages. $5.50, plus $1.00 for shipping, 25¢ each additional book. Individuals must prepay.

Contact: Intercultural Press, Inc., Dept. SP11, P.O. Box 768, Yarmouth, ME 04096; (207) 846-5168.

Crane, Louise (writer and compiler), and Jane Ellen Mohraz (editor). African Names: People and Places. African Outreach Series, no. 1. Urbana, IL: University of Illinois, 1982.

This teaching manual is an aid to learning through names something about African people and their culture and history and to find out why Africa maps go so quickly out of date. Through an African name it often is possible to connect a person or a place with a particular ethnic or language group, to know something about the time and/or circumstances of a person's birth, family relationships,

occupations, historical events, connections to the land, religious beliefs, values, and aspirations. The material is arranged in four parts:

1. Categories and choices of African people names; the naming ceremony; categories and choices of African place names; and name changing.
2. Classroom applications, grouped around particular themes, include: games, puzzles, songs, role playing, research projects, and map studies. Examples are: exploring your own name; and emploring African place names in America (activities for studying American names of African origin and comparing African and American Indian place names).
3. Supplementary materials which include a pronunciation guide, case studies, listings, and maps. Examples are: some internationally famous African people; and changes in African place names that might not be on your map.
4. Bibliography of additional resource materials for teachers to read further on the topic.

Activities and handouts are reproducible. 105 pages. $11.00 postpaid. Must be prepaid; checks should be made out to the University of Illinois.
Contact: African Studies Program, University of Illinois, 1208 West California, Room 101, Urbana, IL 61801; (217) 333-6335.

Crane, Louise (writer and compiler), and Steven Ater (illustrator). African Games of Strategy. African Outreach Series, no. 2. Urbana, IL: University of Illinois, 1982.

Board games: how to play and make simplified and/or complicated African versions of Tic Tac Toe, checkers, two-row and four-row versions of the game known variously as Mankala, Oware, Omweso....Illustrated with playing diagrams, the games come from Egypt, Ghana, Ivory Coast, Nigeria, Sierra Leone, Kenya, Tanzania, Uganda, Lesotho, and Zaire, including background information, maps, worldwide listing of names for "mankala," and board designs. 53 pages. $7.00 postpaid. Must be prepaid; checks should be made out to the University of Illinois.
Contact: African Studies Program, University of Illinois, 1208 West California, Room 101, Urbana, IL 61801; (217) 333-6335.

Datta, Ansu. Education and Society: A Sociology of African Education. New York: St. Martin's Press, 1984.

This is an introduction to the social bases of education in Africa and a study of how that continent's social structure shaped the pattern of education over the pre-colonial, colonial, and post-colonial periods. The first chapter considers the differentiation of sex roles and ceremonial rites of initiation to adulthood among early African societies, and examines sociological theories using many examples from Sub-Saharan Africa, including Nigeria, Zambia, Ghana, Kenya, Tanzania, and Zimbabwe. Subsequent chapters concentrate on: "The Social Functions of Education"; "Socialization"; "The School as a Community"; "The Teacher in Contemporary Society"; and "Social Influences on Academic Achievement." Each of the six chapters concludes with an activity section for

students. Includes many tables, charts, comparison figures, a glossary of terms concerning the basic concepts of sociology and education, and an annotated bibliography on the sociology of African education. 213 pages. $25.00, postpaid.

Contact: St. Martin's Press, Inc., 175 Fifth Avenue, New York, NY 10010; (212) 674-5151.

Dyasi, Rebecca (compiler), and Louise Crane (editor). Good Tastes in Africa. African Outreach Series, no. 3. Urbana, IL: University of Illinois, 1983.

Over 70 recipes from all over the continent contributed by members of the African and Africa-Related Women's Association of the University of Illinois, illustrated, with background information on African cooking, marketing, sample menus, cooking utensils, information on special ingredients and substitutes, food taboos, proverbs and riddles related to food, and an African map. 66 pages. $6.00 postpaid. Must be prepaid; checks should be made out to University of Illinois.

Contact: African Studies Program, University of Illinois, 1208 West California, Urbana, IL 61801; (217) 333 6335.

Feinberg, Richard E., and Valeriana Kallab, eds. U.S.-Third World Policy Perspectives. Washington, DC: Overseas Development Council, 1985.

Each of the five volumes in this new series offers a variety of perspectives on different facets of a single U.S.-Third World policy theme. Written by prominent U.S. and foreign policy analysts, three of these (those with a 1985 publication date) are:

(1)U.S. Foreign Policy and the Third World: Agenda 1985-86. This tenth annual assessment of U.S. policies toward the developing countries analyzes recent U.S. policy performance and identifies options open to the U.S. in the period ahead.

(2)U.S. Trade Policy and Developing Countries. The recent decline in U.S. exports to developing countries and its consequences are examined by the authors of this volume as they identify specific policy objectives for the United States to pursue in order to combat the financial crises of developing countries.

(3)Development Strategies: A New Synthesis. In this volume, prominent analysts consider how to promote future Third World development effectively.

196 pages each. $12.95 per volume, plus 8% postage/handling (or $13.99 each). Must be prepaid.

Contact: Overseas Development Council, 1717 Massachusetts Avenue NW, Washington, DC, 20036.

Florini, Ann, and Nina Tannenwald. On the Front Lines: The United Nations' Role in Preventing & Containing Conflict. New York: United Nations Association of the United States of America, 1984.

This booklet, which examines the United Nations' role as peacekeeping forum, attempts to provide balanced information needed to analyze the policy choices facing UN member states today. In two parts, this study guide examines historical background information and issue areas, each of which is preceded by a set of questions for the reader. It looks at the UN's record in dealing with international conflict, its multilateral mechanisms, and possible improvements to make them function better for the sustainment of world peace. How the UN functions in terms of its peacekeeping operations is analyzed through informative accounts of such matters as the 1956 Suez Canal crisis, the Arab-Israeli conflict, the Iran-Iraq War, and Namibia's transition to independence from South Africa. The Report's second section asks the reader to first consider certain questions as guides for discussion and then expounds on the issue under scrutiny (e.g., the Security Council, the General Assembly, and Peacekeeping). Includes resources list, glossary and excerpts from the United Nations Charter. 63 pages. $4.50 each to 50 copies/ $3.50 each to 100 copies/ $2.50 each to 200 copies; $1.50 each for orders over 200.
Contact: UNA-USA, Publications Department, 300 East 42nd Street, New York, NY 10017; (212) 697-3232.

Gehl, Julie, and Rebecca Karl. Two First Person Accounts of Intercultural Experiences. New York: AFS International/Intercultural Programs, 1984.

But I Am Danish(?) is Julie Gehl's personal account of her twelve months in Africa during 1979-80 living with a black African family in Kenya. She shares with the reader her sense of culture shock upon her return to Denmark as she evaluates the Danish and Kenyan outlooks on life, family and relationships, as well as the two worlds that exist in Kenya between the black and white citizens.

Life in Taiwan at the time of the Chinese Lunar New Year is described by the foreign girlfriend of a young man visiting his family for the biggest holiday of the year. A-doka is Rebecca Karl's account of her reaction to family life in Taiwan, its holiday traditions and everyday customs. 26 pages. Free of charge.
Contact: AFS International/Intercultural Programs, Cornelius L. Grove, 313 East 43rd Street, New York, NY 10017; (212) 661-4550.

Indiana University Radio & Television Services. Living Africa: A Village Experience. Bloomington, IN: Indiana University, 1983.

Portrays the daily experiences and concerns of the people of Wassetake, a small village on the Senegal River in West Africa, emphasizing natural, economic, religious, and political changes taking place within and outside the community. Study guide available upon request. Suitable for secondary levels and up. French language version available. 34 minutes, color. Sale price $450, rental $40.00; color video sale price $175.
Contact: Indiana University, Audio-Visual Center, Bloomington, IN 47405; (812) 335-8087.

Lofchie, Michael F., and Stephen K. Commins. Food Deficits and Agricultural Policies in Sub-Saharan Africa. San Francisco, CA: The Hunger Project, 1984.

Sub-Saharan Africa is the only region in the world where food production per capita has declined during the past two decades. Hunger and hunger-related disease are a serious threat in 27 countries, and without radical changes food shortages are expected to become more severe in the next decade. This two-article issue of The Hunger Project Papers examines agricultural and development policies in sub-Saharan Africa--the problems and the potential--and it questions the theory of underdevelopment and the drawbacks of food aid. Looks at short- and long-term policy responses that could lessen the threat of famine and malnutrition in the future, and focuses specifically on the situation in 1984. 36 pages. Free of charge.
Contact: The Hunger Project, 2015 Steiner Street, San Francisco, CA 94115; (415) 346-6100.

Martin, Jane, ed. Global Studies: Africa. Guilford, CN: The Dushkin Publishing Group, 1985.

Global Studies: Africa is one in a series of three volumes from the Global Studies Series this year, each with a focus on a region or country of the world (China and Latin America being the other two studies). This informational portrait of the African continent features regional essays focusing on Africa's five major subsections--North, West, Central, East , and South--and offers narrative accounts of the geographical, cultural, socio-political and economic similarities and differences of the countries and people within each region. The study highlights each individual country with a report that cites statistics concerning trade, government, population, etc. and a concise overview of its history and current problems. A large number of world press articles are included to offer differing perspectives and interests within each region. Includes maps, photos, and a glossary of terms and abbreviations. 244 pages. $8.95. The three volume set, which includes the China and Latin America studies, is available for $22.80.
Contact: Global Studies, The Dushkin Publishing Group, Inc., Sluice Dock, Guilford, CN 06437; (800) 243-6532.

Maxwell, Margaret, ed. African Studies Handbook for Elementary and Secondary School Teachers. Amherst, MA: Center for International Education, 1983.

A series of experiential learning activities designed to integrate the study of Africa into the primary and secondary grades. Units include study of social change in Africa, African children and their games, African art and music, as well as exercises to change stereotypes about Africa. A comprehensive list of resources on African studies is included. 221 pages. $6.50 plus 75¢ postage.
Contact: Center for International Education, Publications Coordinator, Hills House South, University of Massachusetts, Amherst, MA 01003; (413) 545-0465.

Merryfield, Merry, and Adam Timbo. Teaching About Francophone Africa. Bloomington, IN: African Studies Program, Indiana University, 1983.

Presents high school level materials designed to help the student (1) explore the history and geography of Francophone Africa; (2) examine French influences in contemporary Africa; (3) recognize and appreciate cultural differences and similarities in values and perspectives; (4) develop positive attitudes towards the study of Africa; and (5) place French colonization and African culture in a global context. Offers background readings, lessons, and activities. Some materials are in French. Lists sources of additional materials on Francophone Africa. Unpaginated. $5.00 postpaid.
Contact: African Studies Program, Indiana University, Woodburn Hall, Bloomington, IN 47405; (812) 337-7587.

Sanborn, Michelle, et al. Teaching About World Cultures: Focus on Developing Regions. Denver, CO: Center for Teaching International Relations, 1984.

This unit of teacher material and student handouts contains over thirty activities to aid students as they examine the relationship between culture and modern times. It covers Africa, China, Japan, Latin America, India and Southeast Asia, using illustrations, charts and photos. Themes include geography, perception, life cycle, politics and North-South relations. Approximately 250-300 pages. $16.95 plus postage.
Contact: Center for Teaching International Relations, University of Denver, Denver, CO 80208; (303) 871-2164.

Stewart, Charles, and Donald Crummey. Religions in Africa. African Outreach Series, no. 4. Urbana, IL: University of Illinois, 1984.

Contains material, adaptable to K-12 grade levels, on religions in Africa--traditional beliefs, Islam, Christianity, African features of Christianity and Islam, religious conflicts, influences on black diaspora, biographical sketches, prayers, calendars, festivals, and symbols. 77 pages. $7.00 postpaid. Orders must be prepaid; make checks payable to the University of Illinois.
Contact: African Studies Program, University of Illinois, 1208 West California, Room 101, Urbana, IL 61801; (217) 333-6335.

Tembo, L.P. Men and Women in School Textbooks: A National Survey on Sex Biases in Zambia. The Zambia National Commission for UNESCO, and UNESCO, 1984.

As part of UNESCO's series promoting equal educational and training opportunities for girls and women, this study examines children's literature and school textbooks used in primary and secondary education in Zambia. Elimination of inequality between the sexes became a major goal in this region in 1967, just three years after Zambia achieved independence. This study focuses on specific aspects of sex inequality that are found in textbooks and what these imply for education in Zambia. Findings indicated that all the books analyzed in this first survey of men and women in Zambian textbooks were male dominant.
Contact: United Nations Education, Scientific and Cultural Organization (UNESCO), 7, Place de Fontenoy, Paris, 75700.France

Tlou, Josiah. Teaching International Trade of Strategic Minerals: Dependence & Interdependence. Washington, DC: The Social Studies, vol. 75, no. 5, 1984.

This article uses strategic minerals to illustrate how economic interdependence works among nations. The author is concerned with teaching the concept of interdependence to young people and revealing how it is distinguished from that of dependence. He explains how four strategic minerals--chromium, cobalt, manganese and platinum--are important to both developed and developing countries, and he believes that students can grasp the idea of how they fit into the scheme of things on a global level if they can understand the international exchange that takes place through the export of these rare minerals from South Africa to the United States. Includes map, chart and list of student learning activities. 7 pages. Single copy price is $5.00. Reprints of articles are available from Heldref Publications.

Contact: The Social Studies, Heldref Publications, 4000 Albemarle Street NW, Washington DC, 20016.

Zaslavsky, Claudia. Africa Counts: Number and Pattern in African Culture. Westport, CT: Lawrence Hill, 1979.

A survey of traditional African mathematics south of the Sahara, describing complex numeration systems, words and gestures, taboos and mysticism, concepts of time, money, weights and measures, record-keeping, games, geometry and architecture. Includes regional studies of Southwest Nigeria and East Africa. Generously illustrated with photographs, diagrams, graphs, personal anecdotes and quotations from African literature and oral tradition. Concludes with bibliography and index. A useful resource for elementary teachers. 328 pages. Paperback. $9.95 plus 3 % postage.

Contact: Lawrence Hill & Co. Publishers, Inc., 520 Riverside Avenue, Westport, CT 06880; (203) 226-9392.

6/12/85

APPENDIX F

ACCESS

access

current resources, events, and news on global concerns

Access No. 62 May 1986

TWO NEW RESOURCES FROM GLOBAL PERSPECTIVES IN EDUCATION

The long awaited new edition of GPE's popular resource directory is now available. This directory has been one of the most widely respected and widely used resource guides in global/international education. The new edition reflects the changes which have occurred since it was first published in 1980. Presented in a clear, concise, and comprehensive format, The New Global Yellow Pages has listings covering a wide range or organizations and projects having global education resources, programs, activities, and services. $30.00.

The Global Resource Book is the first of a series of special reference guides to be produced by GPE. This publication includes over 1,000 references to materials currently available on over 50 global/international topics, and spanning curriculum needs in social studies, literature, science, mathematics, and even art and home economics. The annotations of these teacher, student, and audiovisual materials include descriptions of the materials and accurate ordering information. $50.00.

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Global Perspectives in Education, Inc.

Spotlight

GLOBAL EDUCATION IN NEW JERSEY

By Judith A. Himes
Program Officer
Woodrow Wilson National Fellowship Foundation

Sunday evening July 6, 1985. The Princeton University campus. Sounds of heated discussion punctuated by bursts of laughter float across the steps of the Woodrow Wilson School. The sounds suggest a group of graduate students engaged in lively debate. A closer view, however, reveals a heterogeneous group -- men and women from thirty to fifty -- clustered in small groups around a large poster board. The paper is divided into four squares each streaked with seemingly random lines in bright primary colors. Intense negotiations between groups lead to more painted lines until suddenly one brush wielder in triumph traverses the paper from corner to corner in brilliant blue. A road has linked two territories and encompasses the whole.

Many readers of ACCESS will have recognized *The Road Game*, an exercise illuminating the virtue of cooperation and the value of global perspective. I had first seen the game demonstrated by Global Perspectives in Education staff at their 1976 board meeting in Aspen, Colorado. Almost a decade later, it was the "ice breaker" and object lesson of the second summer institute on "Global Interdependence and New Jersey Education," a program developed and implemented by the Woodrow Wilson National Fellowship Foundation with three-year support from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education.

The opening activity of the institute reflects just one strand of a complex three week residential program designed to upgrade the international competence of faculty who prepare prospective teachers at New Jersey's colleges and universities. The Road Game was one of several activities, simulations and small group interactions used to demonstrate effective ways to present material on global issues to students. Faculty who instinctively (if erroneously) shy away from anything that might be called "methodology" participated enthusiastically once these activities were integrated throughout the seminars on global issues that are the heart of the program.

Indeed, the principal strand in the program is a set of high-level workshops on issues that reflect global interdependence. These presentations given by outstanding academics and practitioners are adjusted to fit the needs of faculty in the social sciences, humanities, and sciences who have been recruited and selected each year in that order. Some issues like the nuclear predicament, for example, are so overarching that they have been part of every institute; global communications on the other hand will be addressed only at the 1986 institute for faculty in the natural, physical and information sciences. Our agenda is to provide current information and research to faculty and to encourage a cross-disciplinary approach to global issues that takes the policy dimension into account.

The completion of a written assignment that will be a lever for change in the curriculum is the final thrust of the program. At the time of selection, faculty are asked to begin thinking about a global issue that might become a two week segment in a course that satisfies certification requirements for future teachers. By the end of the first week of the Institute, a brief outline of the topic is prepared; a draft paper including ways to teach the material is finished by the close of the Institute. Faculty use this material in a class the next semester, refining the paper for resubmission to the Foundation in the Spring. The best papers are edited and published for wider distribution.

This is a thumbnail sketch of a program that ta[illegible] the documented lack of knowledge about international issues among students and teachers by reaching back in the educational chain to work with those who train teachers. We have begun the difficult task of changing pre-service teacher education and hope as a corollary to make the discipline-based faculty more aware of their role in preparing the nation's teachers.

How do we assess the program roughly three quarters of the way through the project? There is considerable good news and there is a new awareness of the challenges that face those who are working to integrate a global perspective into education. Most heartening has been the project's success in infusing an international dimension into the curriculum of 19 public and independent institutions in New Jersey. The vast majority of the faculty who have participated in the program are setting issues previously defined in a limited framework into a global context, introducing new segments on the implications of issues for the Third World as well as for the industrialized world, or developing new courses such as the one on "Water" taught at Monmouth College in the spring of 1985 by an anthropologist and an economist. In some cases, work done during the summer dovetailed with curriculum revision at an institution. a required core course in the education curriculum that was being developed at Kean College coincident with the 1985 institute for humanities faculty. Three members of the College's English faculty participated in the program, making links not only to speakers but to fellow participants in foreign literatures that have greatly enriched the syllabus developed for the Kean course.

The program has also been an extraordinary sour[illegible] of renewal for beleaguered faculty members who may be "the" international experts at institutions where there are a few resources, heavy teaching loads and limited time for research. Individual faculty members have been led to programs that reinforce their international expertise, such as Group Projects Abroad, Fulbright seminars and exchanges and the International Studies Association, to name a few.

Access is a network newsletter devoted to bringing its readers the most current information on materials, events, and news related to global/international education. To help us locate new and useful materials and information, we encourage organizations, schools, or individuals to send information about their projects, programs, and resources for possible inclusion in *Access*. For those wishing to submit feature articles, we ask that you contact the Editor for information about guidelines for submission.

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Most important, the network identified through the FIPSE program has been institutionalized. To capitalize on their common interests and on the resource they collectively represent, the 1984 participants organized the Global Studies Consortium of New Jersey Colleges and Universities. Today the Consortium has 21 institutional members and an active core of 50 faculty members. This initiative coincided with the New Jersey Department of Higher Education's successful effort to put resources behind its long-standing commitment to international education. In 1985, the Consortium (through the College of Saint Elizabeth) received one of the first faculty development grants awarded by the Department. With this support, three weekend workshops on global issues -- the nuclear dilemma, environmental issues and human rights -- have been held, drawing another sixty faculty into involvement with the Consortium and its resources.

Where then do our concerns lie? They lie in the area of encouraging faculty to understand the link between teaching strategies and their disciplines. Integrating an international dimension into courses in the teacher certification sequence is a necessary first step. It is particularly timely because it comes just as states are increasing requirements in subject area courses for prospective teachers. The challenge lies in stimulating faculty to teach, using strategies that reinforce global perspectives, demand active involvement from students and emphasize their interdependence. Evidence from the FIPSE project suggests less willingness to try new teaching techniques than to alter the material covered in a course. Providing incentive for change in this area will benefit not only future teachers but all students in higher education.

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Judith A. Himes is a Program Officer at the Woodrow Wilson National Fellowship Foundation, Box 642, Princeton, NJ 08540; (609) 924-4666.

WORK ON THE LOCAL LEVEL

This column once again continues coverage of the 1985 Community Network Grants which Global Perspectives in Education (GPE) has made available with funding from the International Youth Exchange Office of the United States Information Agency (USIA). These Projects promote a favorable climate for international youth exchange on the local level and an increased international awareness in the general community.

(1) $2,000 awarded to the University of Kentucky, Lexington Chapter of American Field Service, Educational Foundation for Foreign Study, Lexington-Deauville Sister Cities Committee, Youth for Understanding, Experiment in International Living, American Institute for Foreign Study and Fayette County Public Schools to plan and implement a cultural orientation program for families and students, an international youth retreat, and an issues forum. *Contact: Angene H. Wilson, Associate Professor, University of Kentucky-College of Education, Dickey Hall, Lexington, KY 40506; (606) 257-1893.*

(2) $2,000 awarded to the College of Staten Island (CUNY) and the NYC Board of Education to develop a forum for the Secondary School Curriculum on "Global Futures: Issues and Implications." *Contact: Joseph Fishman, Professor of Education, The City University of New York, 130 Stuyvesant Place, Staten Island, NY 10301; (718) 390-7980.*

(3) $1,924.50 awarded to the Mershon Center, the Columbus Council on World Affairs, Youth for Understanding, and the Central Ohio Council for the Social Studies to assist a team of eight elementary and middle school teachers in developing and conducting a series of International Forums for students in their schools. *Contact: Roberta Gerlach, Assistant Director, The Ohio State University, 199 West 10th Avenue, Columbus, OH 43201; (614) 422-1681.*

(4) $1,650 awarded to the Nashville Chapter of the United Nations Association and the Metropolitan Nashville YMCA to develop a cooperative project designed to support International Youth Exchange through the utilization of exchange students and foreign nationals as resources in the community and through a directory of Nashville Exchange Students. *Contact: Richard H. Bauer, President, Nashville UNA-USA, P.O. Box 120954, Nashville, TN 37212; (615) 385-0522.*

(5) $1,700 awarded to the Albuquerque Coordinating Council for International Friendship, the Albuquerque Friendship Force, the Albuquerque Sister Cities Foundation, Inc., the New Mexico Partners of the Americas, and the Albuquerque Parks and Recreation Department, to hold an International Information Fair to promote an awareness of international program opportunities among organizations and the general community. *Contact: S. Ruth Y. Hashimoto, Acting President, Albuquerque Coordinating Council for International Friendship, 6118 Edith, NE, Albuquerque, NM 87101; (505) 255-8097.*

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Personal Perspectives

WOMEN AND GLOBAL EDUCATION

A Conversation Between Jan Drum and Doni Kwolek Kobus
March 7, 1986

Doni: Why is it important for students (and teachers) to learn about women and women's issues in other countries?

Jan: Since approximately one-half of the human actors in any culture are women, it's impossible to have a full knowledge of the culture unless one is well acquainted with the role that women play within it. For myriad reasons, information about women's roles has been neglected. The fact of this neglect increases the need for improving our knowledge now. We're playing catch up.

A current, obvious example of the need for such knowledge surfaces as people design strategies to improve conditions in the developing world. Development planners who are ignorant of women's roles in a society, particularly economic roles, often make costly errors -- training husbands to do agricultural tasks that are traditionally not theirs but their wives, ignoring the huge informal economy of street vendors and cottage industry that exists in many places.

Jan: Why do you think "Women and Global Education" is an issue?

Doni: The more revealing question is, why is "Women and Global Education" not an issue? Women have been primarily invisible in the spheres of influence typically occupied by males. We are at the separate and unequal stage of development. We have, for instance, world history content and contemporary issues foci which ignore or overlook all but the male experiences of war, global politics and economics, etc.

This bias is so pervasive that it seems natural, and even when we are forced to become aware of the unidimensional nature of our perspective, we have a ready response. Elliot Aronson writes on the subject of prejudice that when we are reared in a prejudiced society, we often accept those prejudices uncritically. When a stereotype is held by society, "we tend not to look at supporting scientific data critically and, without realizing it, we use the data as scientific support for our own prejudice."

Bem and Bem suggest that prejudice against women is an example of "nonconscious ideology" or a set of beliefs we accept implicitly but of which we are unaware because we cannot even conceive of alternative conceptions of the world. To give a specific example, the classic textbook still used in almost every introductory art history course, Janson's *The History of Art*, does not have one reference to a woman artist, not even a contemporary one, such as Georgia O'Keefe.

The social studies profession, through the National Council for the Social Studies, has formally acknowledged a concern about the issue of women in global education. At the annual conference in 1984, NCSS approved a resolution which calls for "strategies to create, initiate, sponsor and promote programs, workshops, projects, and general curriculum that promote knowledge of women around the world and demonstrate sensitivity to the discrimination they experience." It seems obvious that global educators need to take the lead in this effort.

Doni: Why is this a critical issue now?

Jan: I'm not sure this issue is more critical now than at any other time in history. But I certainly believe humanity is now facing huge problems of warfare, poverty and injustice and that we need to make the best use we possibly can of our resources. Women comprise fifty percent of the world's human resources. Fifty percent of human mind, human energy, and human creativity is female.

Jan: Are we talking about leadership or curriculum content or both?

Doni: We are talking about both. I think it's critical to understand the concepts of prejudice and stereotyping and the historical and global "nonconscious ideology" of prejudice against women in order to come to grips with the following:

(1) Our limited perspective of what is appropriate and important curriculum content for global education.

(2) Our limited perspective of who should be teaching us about the global content.

(3) Our limited perspective about who should be included in global education leadership roles and decision-making.

The United Nations' International Decade of Women came to a close in 1985. It has extensively documented the problems and concerns of women worldwide. Ninety percent of the world's governments have set up national bodies for the advancement of women, most of them in the last decade, while ours in the U.S. has been dismantled. Current data indicate that women make up more than half of the world's population, do two-thirds of the world's work, but are paid only one-tenth of the world's wages and own less than one hundredth of the world's property. In an unequal world, women are the most unequal of unequals, according to an Indian scholar.

Ours is a story of dramatically increasing hunger, poverty, ignorance, discrimination and victimization across cultures and political boundaries. Yet, historically, governments and nongovernmental organizations have neither acknowledged nor addressed women's concerns and needs in any consequential manner. If our ultimate goal is to solve major global problems, then we must put the subject of women into the global picture. (Exceptional summaries of this documentation are contained in the articles written by Laurien Alexandre in the Jan./Feb. 1985 and Aug./Sept., 1985 issues of "Global Pages," published by Immaculate Heart College Center, Los Angeles, CA.)

With regard to the leadership issue, when we rely upon the "experts" to teach us global content, in our conferences, institutes and forums, the "nonconscious ideology" is often pervasive. Those with divergent perspectives of reality are frequently not those in prestigious educational, governmental, or societal positions. By definition,

they do not fit the role. Therefore, in order to make room for the perspective or concerns of women, we need to expand our criteria for defining the expert. Likewise, when we invite individuals to participate on commissions, advisory bodies or in specialized task-oriented global education groups, we must take care that the "nonconscious ideology" which discriminates against women and our global concerns not be reinforced.

Doni: How can we, as global educators, become more knowledgeable about this issue?

Jan: Many others, I suspect, including you, are better informed than I about resources that are available. I continue my education by asking women who have demonstrated their concern for their sisters to guide me. Such inquiries led me to visit Oxfam America's development projects in India, which are all operated for women. I talk to my friends who attended last summer's Nairobi Conference. I learn from women international visitors to the United States.

If I wanted to find a reading list, I'd go first to my friend Eleanor Anstry who oversees the women in development segment of the University of Iowa's global studies program. I know there are such women scholars on many university campuses around the nation.

Jan: What should global educators be doing right now to address our vision?

Doni: Something on the order of a Wingspread Conference would be very helpful at this time. Those of us in WAGE who have been able to meet have often expressed support for this goal. We *all* have a very specific need to become more knowledgeable about women and development issues, to learn more about the nature of prejudice and stereotyping and the "unconscious ideology" of the "First (Adam) Sex" which both men and women support, and to work on our perspective-taking skills. This Wingspread approach should be replicated within programs and projects. Summer institutes for teachers on women and development should be implemented as soon as possible. Global education newsletters should begin including information on curriculum, resources, etc. related to teaching about women in a global context.

Doni: What specific actions can you recommend
a. within our own educational associations?

Jan: We need to actively include more information about women's issues globally on programs of our gatherings--more sessions, more workshops, more keynote speeches. This probably won't happen until women assume more leadership both by role and by exercise of authority in these associations.

Doni: b. within our curriculum development efforts?

Jan: I'd first seek advice from you. From my vantage point, it appears that we need to encourage both an increased demand for such curricula and an increased research base to build on. That means we need to find funding and institutional support for research and development. In the long run, we need to reach a point where women's studies are unnecessary.

Doni: c. within our teacher education efforts?

Jan: In the area of teacher education, I feel we're very much at the awareness stage. I hope that if those of us who care keep raising the subject with other educators, more and more people will begin to be conscious that there is much to learn. Once we know what we don't know, we're on our way. Then we can use any of the education strategies you and I might identify. We've mentioned a number of these elsewhere.

Jan: I am concerned about the ways we raise these issues, how do we keep from reinforcing the "Second Sex" mentality?

Doni: Again, I think the language itself presupposes a set of values. A more accurate picture emerges if we ask, "How do we end the 'First (Adam) Sex' mentality?" Obviously, the answer is that we need balance and integration, not dominance of either perspective or separation. The same consciousness which will expand our understanding of what it is to be a female human being will broaden our conception of a male human being.

Jan: And how do we avoid creating polarities between the sexes?

Doni: These are problems which men and women need to face together, in partnership. We must teach ourselves individually and collectively. I believe that there are men and women who are ready to address these issues collectively and I think they need to begin their work. The global education skill of perspective-taking is at the heart of this process and we have a perfect opportunity to actualize our rhetoric in our professional relationships and decision-making process.

Doni: How do you think a feminine perspective, a feminine experience, can contribute to global education forums and education leadership?

Jan: The job of the global educator is to address and teach about the state of the world and its inhabitants. If educators were succeeding, people's lives would improve. Threats of war and mass starvation in a world with ample food don't speak well for the work educators have done so far.

Recently I heard a Dakota Sioux woman say of women in her culture, "The women in my culture have always held power; it is the women who advise." Women in many cultures have practiced the exercise of subtle leadership. We have also been more free to be intuitive; we have not always been so subject to "making sense." We've developed intricate interpersonal expertise. As mothers we have personal experience of interdependence and real long-term planning and responsibility.

Experiences such as these leave women with rich gifts and insights to share. But women have traditionally not been public figures. We have wielded power privately, unnoticed. I believe the current state of humanity (and therefore of our profession) would benefit from much more public activity and overt leadership from women. Our gifts have always been appropriate in our personal settings; now our experience should become a source of creativity in a larger, public arena.

Incidentally, I also happen to think that the masculine experience is equally special and important. In my experience, there are many competent, clear-thinking people in the world and gender hasn't much to do with it.

Doni: How has your own awareness of the issue of women and global education changed over the last five years?

Jan: Five years ago I was just beginning to experience acceptance of the approach to teaching and learning that I understand as global education. Then I began noticing that an awful lot of the folks in front of the global ed meeting were male. My almost lifelong, conscious concern with what it means to be a woman in this world connected with my work as a global educator. Since then, I've been exploring, raising the issue, learning from others.

At a recent meeting I remarked that today, as I think about the issue of men and women in the world in which I work, I have come to believe we separated as much by power issues as by issues of gender. I think the battle of the sexes is real, and I think it is time for a conversation in which women and men seek first to acknowledge and then to integrate the way power is expressed, both out of the masculine and out of the feminine. If we could have that conversation and learn from one another, we will have taken a good positive step for the survival of the species.

Jan: How has your awareness changed during the last five years?

Doni: I would like to go back to my example of *History of Art*, by Janson. I took that art history course almost twenty years ago as an undergraduate at Cornell. I never consciously noticed that there were no women artists represented in that book. I was an art major, but for some reason, did not choose to pursue an art career! I have come to understand that the personal is political.

Five years ago I did not really consider myself a feminist. I had "grown up" as a teacher in a fairly egalitarian school district which also had an effective affirmative action program. I moved into my work in global education at the same time I began doctoral studies. I think my concept of myself began to change, and as it did, I began to notice the obstacles in my way. Initially, I thought they were particularistic, but began to perceive them as systematic. They were both external and internal and related to prejudice, stereotyping and a pervasive "nonconscious ideology" of sexism.

As I began to read about these issues, I realized that the systematic bias extended to women around the world. The literature on gender and classroom interaction and on the UN International Decade on Women helped solidify my conceptualization of the institutionalization of sexism across cultures. In my work, I had always been committed to equity and equality concerns related to ethnic, racial and language minorities. What a shock when I realized I was, in essence, a minority as a woman!

Five years ago I was very slowly developing my consciousness of the ideology; two years ago I made some giant (and painful) leaps forward, but was able to translate energies into constructive educational efforts. Today I see myself as an individual who is indelibly aware of the "nonconscious ideology" of the "First (Adam) Sex" which is supported by our culture and others, but one who is committed to changing my own role of complicity in that ideology and to working constructively to make the necessary changes in educational structures. Fortunately, I have found others with equal commitment, which makes the journey less lonely.

I take more risks now; each day I am less and less hesitant about speaking out. Concomitantly, I am more concerned about constructive results about developing trusting professional relationships that can bend in order to change.

Jan: If the global education world were developing in ways we would like, what would it be like in 2000?

Doni: Our "nonconscious ideology" of the "First (Adam) Sex" would have become conscious and in the process, diminished. "Women Associated with Global Education," WAGE, an association of women concerned about this ideology and its implications for global education would no longer need to exist. Women and men would be equally distributed among all roles of global educators, from organizational leader/administrator to classroom teacher. The curriculum content would be reorganized to incorporate women and their concerns in addition to men and their concerns and with considerable overlap of these. (No "Second Sex" approach here.) Summer institutes, conferences, and forums would reflect efforts to integrate men and women in leadership and presenter roles and in curriculum content. A task force would be set up among global education organizations to develop standards or guidelines to monitor efforts within the field which actualize "perspective-taking" in all major professional and educational endeavors. We would monitor each other to prevent the use of data to support our own prejudices. Furthermore, all major global education organizations would send a representative to any future UN international conference on women.

I believe these are realistic goals and I am heartened by the fact that more attention is being paid to the multi-faceted concern of women in education. *Kappan* recently devoted an issue to the subject and *Social Education* will also address the topic in its March 1987 publication. I look forward to increased consciousness for all of us and to growing empowerment as we move toward the development of our total perspective in global education.

* * *

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Around the Nation

AN OKLAHOMA GLOBAL EDUCATION PROGRAM

by Emily C. Wood, Team Leader
Gilcrease Middle School, Tulsa, Oklahoma

Bringing global perspectives to Thomas Gilcrease Middle School in Tulsa, Oklahoma is an exciting, rewarding and ever-expanding enterprise. Through study, contacts, and experience, students are learning about their connections with the world and that as global citizens they share responsibility for the family of humankind.

Resources and support systems in Oklahoma are varied and abundant. The middle school organization with interdisciplinary teams is ideal for infusing global content into existing curriculum in all subjects. The economic consequences of fluctuations in supply and prices of key Oklahoma products, wheat and oil, dramatize and make concrete for students the concepts of international dependence and interdependence, providing a compelling rationale for studying connections.

The Tulsa Council for International Visitors (TCIV) has assisted teachers in integrating global perspectives into their lessons. Gilcrease staff were among one hundred and ten educators at two TCIV-sponsored workshops in 1985. Andrew Smith, Global Perspectives in Education, and Barry Simons, Center for Teaching International Relations at the University of Denver, conducted these in-service workshops. The sessions expanded awareness and understanding, and provided faculty with detailed and tested lesson plans.

The TCIV has compiled "An International Directory" listing over 200 groups in Oklahoma. Field trips to temples, churches, mosques, and museums were facilitated by this Directory. The attractive compilation of facts, addresses, and phone numbers is a valuable tool for teachers.

A four day TCIV China Conference will be attended by a Gilcrease teacher who will join community leaders, university personnel, international businessmen and members at all levels of government. The TCIV is funding the attendance of five Tulsa Public School educators as well as contributing to the production of a state teachers guide on the Peoples Republic of China.

China is studied in an 8th grade world cultures class at Gilcrease. Students have questioned the mayor about his recent trade mission to China and Tulsa's Chinese sister city. They have learned that the interior of a Chinese aircraft is produced in Tulsa, providing local jobs. Students understand the connection. A Chinese AFS exchange teacher and Chinese language students from nearby Booker T. Washington High School will visit to stimulate interest in studying Chinese in high school.

The TCIV programs many international visitors. In my dual roles as TCIV volunteer and classroom teacher, I have been able to bring new understandings to the students in my school. For example, two visitors from Burkino Faso and Botswana spent Christmas 1984 with my family. A Lesotho national joined us for the 1985 holiday. Other TCIV guests have been from Sri Lanka, Somalia, Switzerland, and Israel. These short hosting experiences have provided me with a wealth of tapes, photos, and knowledge to share with my students. A Ugandan poet, a TCIV contact, spoke at Gilcrease. One student wrote, "I love it when we have speakers from other countries. I am especially happy when they are from Africa because it helps me to understand my heritage." Ugandan pen pals have been arranged.

Youth exchange programs have enriched Gilcrease students. Hopefully, a desire to be an exchange student is being whetted. A returned YFU student shared the experience of living with a Japanese barber with us. A Japanese AFS high school senior brought 100 packets of seaweed to eighth graders. I, as a 1982 AFS host mother to Fabricio Barriga of Ecuador, have ponchos, weavings, dresses, straw objects, and memories. Fabricio's presence is often felt in my classroom.

School to school exchanges have also benefited Gilcrease. For example, Tulsa's Booker T. Washington High School and Utsunomiya Kita High School in Japan have had two-week school exchanges. A Gilcrease teacher accompanied the Americans to Japan and experienced the same homestay as the students. Japanese students spent an afternoon at our middle school as part of their American experience. The supervising Japanese teacher stayed at the home of a Gilcrease teacher. A Gilcrease alumna was among Americans going to Japan with Booker T. Washington High School. She returned to her alma mater and told of her experiences -- motivating others to study the Japanese language.

Our Japanese visitors were a perfect culmination to an interdisciplinary unit on Japan. Since interdisciplinary teams are a key part of effective middle school organization, the two-week unit was planned and implemented by teachers from all subject areas. For example, the social studies teacher directed a study of imports and exports with the help of the local Nissan auto dealer. In reading, the main idea was extracted from many newspaper articles on Japan. Haiku poems were written in English classes. Yen were converted to dollars in math. Judo demonstrations, calligraphy, origami, study of seaweed in science, and computer games were some of the activities. Teachers cooperated. Students learned that knowledge crosses disciplines as well as national boundaries.

Tulsa businessmen have been helpful in showing students how dependent Oklahoma prosperity is on other parts of the world. Tulsa Public Schools has an excellent Business and Community Resource Office which brings speakers to the classroom. During the fall of 1985, students read in the newspaper that Parker Drilling of Tulsa did business in the Sudan. They had just finished reading about the Sudan in their text and were interested in the local connection. They invited a Parker Drilling executive to come to class and from him learned about jobs for Tulsans in the Sudan. They learned how Tulsa's economy was helped by a distant African country. The connection was exciting to them. They wrote, "Thank you for coming to Gilcrease. Before you came, I had no idea that Tulsans drilled for oil so far away." Cities Service and Hilti are among other businesses which have generously sent speakers.

Transportation hubs also are obvious international connections. Slide presentations on Tulsa's port of Catoosa have shown students how wheat leaves Oklahoma by barge to go by river to the Gulf of Mexico and thence to Ethiopia. Trips to the airport have given students a chance to query officials about international linkages.

Not only did students learn about grain leaving for Ethiopia, they also raised money for food for hungry Africa through the Red Cross Carnival in early 1985. They were doing or acting, as well as studying, connecting, and communicating. Doing is also involved in

the Gilcrease ecology class where students planted hundreds of trees learning and applying stewardship of the planet Earth.

Global perspectives were part of our students' entry into an essay contest in memory of Martin Luther King. Our students wrote about non-violence, the influence of Gandhi, and King's trip to India.

The idea of non-violence is emphasized at Gilcrease as a way to settle all disputes. Cooperation, rather than confrontation, is discussed and practiced in daily home-based guidance sessions.

A social studies curriculum for the 6th, 7th, and 8th grades helps our middle school students to develop basic knowledge about the world in the areas of economics, geography, government, culture, and history. Skills included in this plan of study include decision-making and conflict resolution. Attitudes developed are self acceptance and self knowledge, valuing of diversity, and human rights, as well as freedom of choice. The thrust of the curriculum is to help a person develop a global perspective and a sense of responsibility to practice the implications of this perspective.

Infusing the world into our classrooms has made it easier to teach patriotism and understanding of our great Constitution. Gilcrease students have produced two award winning books for the Freedom Foundation at Valley Forge, Pennsylvania. These books are celebrations of the cultural diversity and rights insured by our Constitution.

Our students, in general, have traveled very little outside of the state of Oklahoma. We are, therefore, excited when they say they want to study a foreign language in high school. We are excited when they write to someone in a foreign country. We are excited when they bring a newspaper article to school about a Tulsa international business connection or when they notice that their calculators were made overseas. We are excited when they do an independent study project on France and bring the only authentic French bread baked in Tulsa to school to share with classmates. We are excited as we teachers work together and experience a feeling of being part of the family of humankind at Thomas Gilcrease Middle School.

* * * *

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News and Notices

A willingness to work and a desire to meet people are the only qualifications required to participate in international volunteer projects offered by the Council International Educational Exchange. Designed for young adults over the age of 18, the programs unite volunteers from many countries to live and work together on community development projects in Canada, Czechoslovakia, Denmark, France, Germany, Great Britain, Poland, Portugal, Spain, Turkey, and the U.S. The projects are two to four weeks long during the summer months. They include recreation programs for handicapped children, restoration of castles and historic monuments, nature conservation work, archaeological digs, construction of playgrounds or hiking trails, and working with senior citizens. Projects in the U.S. offer American youth an international experience at home. Programs in New York City this summer will include park maintenance on Ellis Island and housing redevelopment in the Lower East Side. An archaeological dig in Kentucky is also offered. Volunteers must pay their own transportation costs to the project and a $100 program fee. They receive free room and board and daily transportation to and from the work site. May 1, 1986 is the application deadline.

Contact: Council on International Educational Exchange, 356 West 34th Street, New York, NY 10001; (212) 695-0293.

The Camrose One World Institute (COWI) in Alberta, Canada is a development institute that promotes and encourages world development education and awareness. COWI's overseas program currently provides assistance for individuals, families, and communities in Sri Lanka and India. COWI also provides resources and materials, sponsors educational seminars in addition to Third World development projects, has a Speakers Bureau, and oversees a schools program for grades 1-12. Membership costs (which include a quarterly newsletter) are $5 (seniors); $10 (individuals); $15 (family); and $25 (institutional).

Contact: Camrose One World Institute, 4802-49 Avenue, Camrose, Alberta, Canada, T4V 0M7.

The New Jersey Department of Higher Education has launched the New Jersey International Education Grant Program. This grant program is designed to foster international education initiatives on New Jersey college campuses. It is expected that a total of $205,000 will be appropriated to fund grants ranging from $5,000 to a maximum of $20,000. The Department of Higher Education is seeking individuals with appropriate terminal degrees and significant professional experience in international education.

Contact: Wilma Cubero, State of New Jersey, Department of Higher Education, 225 West State Street, CN 542, Trenton, NJ 08625; (609) 292-6835.

The University of Pittsburgh has been chosen as the residence for the Latin American Studies Association's (LASA) Secretariat for a five-year term beginning in July 1986. Since its inception in 1966, LASA has become the largest organization of Latin American specialists in the world -- with over 2,400 members in 26 countries. LASA publishes the *Latin American Research Review* and the *LASA Forum*, both of which serve a diverse multi-disciplinary audience. Dr. Reid Reading, assistant dean of the Faculty and College of Arts and Sciences and adjunct assistant professor of political science, will serve as Executive Director of the Secretariat.

Contact: University of Pittsburgh, Center for Latin American Studies, 4E04 Forbes Quadrangle, Pittsburgh, PA 15260.

AFS International/Intercultural Programs (AFS), an international student exchange program, is looking for volunteers to help with the orientation of foreign and American students during the months of June, July, and August. The orientations, which last about a week, take place in New York, Miami, and Los Angeles. They are designed to help exchange students develop skills that will help them deal with the many challenges they will face while living in a foreign country. No previous AFS experience is required to become a group leader. Volunteers will be trained by the AFS staff. Room and board are provided, but travel expenses cannot be reimbursed.

Contact: Orientation Logistics Administrator, AFS International/Intercultural Programs, 313 East 43rd Street, New York, NY 10017; (212) 949-4242.

A special issue of "Development Communication Report (DCR)", devoted to the new technology of INTERACTIVE RADIO FOR INSTRUCTION, is available on request to readers of ACCESS. DCR is a quarterly newsletter that focuses on applications of communication technologies for social and economic development worldwide. Issue #49 examines the recent applications and findings in education-related communication projects in a number of developing countries. They demonstrate that significant and sustained improvements can be anticipated by applying this methodology to complex subject areas for primary curricula. This 16-page, state-of-the-art report is available at no cost.

Contact: Development Communication Report, Clearinghouse on Development Communication, 1255 23rd Street, NW, Washington, DC 20037; (202) 862-1900.

The United States Information Agency announces the 1987-88 Fulbright Teacher Exchange Program for elementary and secondary school teachers and college faculty. These one-on-one overseas exchange programs involve Canada, the United Kingdom, France, The Federal Republic of Germany, Belgium/Luxembourg, Denmark, Norway, Switzerland, Colombia, and Argentina. The number of exchanges available and the eligibility requirements vary by country. The program also provides opportunities for teachers to participate in summer seminars from three to eight weeks in length in Italy and The Netherlands. October 15, 1986 is the deadline for receipt of completed applications.

Contact: Fulbright Teacher Exchange Program, E/ASX, United States Information Agency, 301 Fourth Street, SW, Washington, DC 20547.

A summer program of travel seminars for educators includes three trips to parts of the world where conflict has led to crisis and where U.S. policy is an important factor in shaping events. The Center for Global Service and Education at Augsburg College in Minneapolis announces "Toward a Liberating Education: Views from Central America, the Middle East and the Philippines." The Central America seminar (July 18-August 1) will introduce participants to the people and organizations of Hondouras, Nicaragua, and El Salvador ($1250 from Miami). The Middle East seminar (August 1-15) includes visits to Jordan, Israel, and Egypt, and aims to promote a greater understanding of the political, religious, and cultural tensions there ($1790 from New York; $1890 from Minneapolis). The Philippines seminar (August 1-17) participants will examine the social transformation in process today from the viewpoint of those at the grass roots ($1795 from West Coast cities; $1995 from most Midwestern and Eastern cities).

Contact: Center for Global Service and Education, Augsburg College, 731-21st Avenue South, Minneapolis, MN 55454; (612) 330-1159.

Resources

Cross Cultural

The Ethnic Perspectives Series. Arlington, WA: Project Reach, 1981.

These four booklets were developed as part of Project Reach, under ESEA Title IV-C funding in the Arlington School District. Each looks at American history through the eyes of a different cultural group and has been prepared to influence information and attitudes in young students in predominately white school and community settings to prepare them to live positively and effectively within a culturally pluralistic world. Special reports on *The Native American Experience, The Black American Experience, The Asian American Experience,* and *The Mexican American/Chicano Experience are similarly formatted; each contains historical narrative, study questions, illustrations, a bibliography, and a section on contributions from the particular cultural group.*

Contact: Project REACH, Arlington School District, 135 South French, Arlington, WA 98223; (206) 435-2156.

International Understanding at School, No. 46/47. Paris, France: UNESCO, 1983/1984.

Published twice a year for the Unesco Associated Schools Project, this circular celebrates the 30th anniversary of the Associated Schools Project in Education for International Co-operation and Peace. It begins with an illustrated day-to-day account of the first International Congress on the occasion of the 30th anniversary. Three recipients of Unesco fellowships in education for international education and peace provide accounts of the countries they visited and Project operations there. Another article looks at international education in vocational schools. A section entitled *News of Projects in Associated Schools* updates readers on the work of some 40 Schools Projects from Argentina to the United Kingdom.

Contact: University Microfilms International, 300 North Zeeb Road, Ann Arbor, MI 48108.

Kaleidoscope: Current World Data. Santa Barbara, CA: ABC-CLIO, 1985.

Kaleidoscope is a reference tool in the form of a compact datacard file containing a section on virtually every country in the world, plus all the major international organizations. Kept up-to-date with weekly card supplements and news summaries, the datacard file has more than 4,400 cards with facts on every facet of the country. *Kaleidoscope* is a time-tested, field-proven publication. Each country file has a General Data and Government section, a Historical Background section, and a Chronological File section on economic, social, military, and political events. Subscription entails a full year of weekly datacards, a four-drawer tabletop file cabinet, the basic collection of over 5,000 datacards covering more than 180 countries and international organizations, and the quarterly *Kaleidoscope* newsletter. One-year rate is $395; there is a one-time UPS shipping fee of $55.00 on new orders, plus $20 bulk rate postage and handling for 52 supplements (optional first class postage/handling--add $79.00).

Contact: ABC-CLIO, 2040 Alameda Padre Serra, P.O. Box 4397, Santa Barbara, CA 93140-4397; 1-800-422-2546, or 1-800-824-2103 (from CA).

Snohomish County Directory. 1986. Lake Stevens, WA: Snohomish County International Forum, 1986.

This Directory of Washington State groups, speakers, and meeting places concerned with an international outlook and a determination to make the world a better place is a local Directory compiled by the Snohomish County International Forum (SCIF), a collection of groups interested in international affairs. It lists 32 groups, along with contact names and statements of purpose. In addition, it lists recommended speakers in eight categories. It also presents names and telephone numbers of Washington State Legislators and media contacts. The Directory is available at no cost.

Contact: Snohomish County International Forum, P.O. Box 35, Lake Stevens, WA 98258; (206) 334-2514.

1986 Catalog, World Eagle, Inc. Wellesley, MA: World Eagle, Inc., 1986.

World Eagle, the social studies resource for grades five to college, is 36 monthly pages of maps, facts, and graphs concerning national and global information. Major topics treated regularly include: Population, Food, the Developing World, the Economy and Trade, the Budget, Area Focuses, Military Expenditures, Human Rights, and Citizenship Education. A subscription is for ten issues and costs $30.95. Also in this *1986 Catalog* are annotations for the World Eagle's *Today Series* on Africa, Europe, and Latin America, and new videotapes on *Learning About the Soviet Union.*

Contact: World Eagle, Inc., 64 Washburn Avenue, Wellesley, MA 02181; (617) 235-1415.

Multicultural Studies (catalogue). Culver City, CA: Social Studies School Service, 1986.

Social Studies School Service's 1986 catalogue consists of 30 pages of multicultural studies, including sound filmstrips, books, posters, videocassettes and simulations. *The American Story* is just one of many sections. It features 12 programs of sound filmstrips exploring America's diverse ethnic groups through individual case studies. Other categories are: Immigration; Lower Grades; Asian-American Studies; Latino Studies; American Indian Studies; Black Studies; Civil Rights Struggle; Human Rights; Comparative Cultures; Religion; and Women's Studies.

Contact: Social Studies School Service, 10,000 Culver Boulevard, Room R1, P.O. Box 802, Culver City, CA 90232-0802; (800) 421-4246.

A Final Report: The Chartering Conference for the International Exchange Association, October 23, 24, and 25, 1985.

Fifty-two senior executives from over 40 international exchange organizations gathered at the Johnson Foundation's Wingspread Conference. The primary goal of the chartering conference was to found a national membership association for international citizen and educational exchange organizations. Participants at the Conference were able to successfully ratify a by-laws, a dues structure, elect a board of directors, and develop a plan of action. With thirty-four organizations pledging membership support, life was given to The International Exchange Association. Randal J. Zimmerman was named managing director of the new organization. 11 pages.

Contact: Sister Cities International Office, 1625 Eye Street, NW, Suite 424-27, Washington, DC 20006.

Global Issues

The Working Papers on Women in International Development. E. Lansing, MI: Michigan State University, 1986.

The Working Papers on Women in International Development series, now in its third year of publication, is a series designed for the rapid dissemination of information, nationally and internationally, to individuals, government agencies, universities, and other public and private institutions. It includes studies of women's historical and changing participation in the political, economic and religious spheres, inter- and intrafamily role relationships, and health and health care. The authors represent a variety of fields in the social and applied sciences, and about a quarter are Third World scholars. A second series, the *WID Forum*, includes papers that are relatively short and at an early stage of formulation. A publications list and order form will be sent on request.

Contact: Women in International Development, 202 Center for International Programs, Michigan State University, E. Lansing, MI 48824-1035.

"The "New" Immigration Challenge," *Social Education*, vol. 50, no. 3. Washington, DC: National Council for the Social Studies, 1986.

Social Education, the official journal of the National Council for the Social Studies, in its March issue commenced an exploration of the impact that recent Third World immigration to the United States is having on our schools, society and national identity. *Immigration in the Curriculum* examines the theoretical conceptions that have shaped our treatment of immigration in the social studies curriculum. *Issues in Immigration Since 1965* traces the evolution of immigration since the U.S. instituted the priority system for regulating the flow of immigrants. Other articles are concerned with *The Immigrant Student Challenge* and *Teaching in a Great Age of Immigration*. A concluding article, *Who Are Refugees?* presents educators with a classroom exercise of ten refugee cases which provide students with an opportunity to simulate the daily judgments that U.S. immigration officers must make concerning actual people seeking admission to the United States. Annual subscription rate (for seven issues) is $20 (members) or $35 (non-members); single copies are $5 each.

Contact: National Council for the Social Studies, 3501 Newark Street, NW, Washington, DC 20016.

Moyer, Joan, Ed. *Selecting Education Equipment and Materials for School and Home*. Wheaton, MD: The Association for Childhood Education International (ACEI), 1986.

Last revised ten years ago, this 1986 guide reflects a decade of major developments and trends effecting changes in educational equipment and materials. In Part I, knowledgeable writers discuss: selecting classroom materials; some considerations in equipping a child care center or school; teacher workshops: access to equipment, materials, and ideas; making and buying materials. Part II focuses on suggested educational equipment and materials for: an infant group; a nursery school group; a kindergarten group; early elementary school groups; and later elementary or middle school groups. 72 pages. $6.50 (ACEI members); $7.80 (nonmembers), plus $1.00 postage/handling charges.

Contact: Editorial Department, ACEI, 11141 Georgia Avenue, Suite 200, Wheaton, MD 20902.

Egan, Sarah, and Lynn Parisi. "Resource List on Immigration" (*Social Education*, vol. 48, no. 7). Washington, DC: National Council for the Social Studies, 1985.

The March 1986 issue of *Social Education* features a resource list on Immigration. Thirty-four resource works in five separate categories are listed and annotated. The categories (with a sample listing for each) are: Background Resources (*American Immigration Today: Pressures, Problems, Policies*); Curriculum Materials (*Immigrant Women*); Films and Filmstrips (*The American Experience: Becoming an American*); Simulations (*Gateway: A Simulation of Immigration Issues in Past and Present*); and Bibliographies (*Interracial Books for Children Bulletin*). A listing of 17 organizations that provide similar resources concludes the piece. Annual subscription rate (seven issues) is $20 (members) or $35 (non-members). Single copies are $5 each.

Contact: National Council for the Social Studies, 3501 Newark Street, NW, Washington, DC 20016.

Goutard, Madeleine. *Seeds for Peace: The Role of Pre-School Education in International Understanding and Education for Peace.* Paris, France: United Nations Educational, Scientific and Cultural Organization (UNESCO), 1985.

Recent experiments involving families have been carried out in pre-school establishments but little has been published on the subject. UNESCO'S aim to bring to public attention the experience acquired in this field is the purpose for this 123-page illustrative work. The overall themes concern various roles in relation to promoting, safeguarding, and educating for peace -- that of the family, of educational establishments, and of leisure activities. The study is addressed to parents, educators, professional childworkers, administrators, etc. and concludes with the ten articles which constitute the Declaration of the Rights of the Child, adopted by the General Assembly of the United Nations in 1959.

Contact: UNESCO, 7, place de Fontenoy, 75700 Paris, France.

Clark, Dick. *U.S. Foreign Policy: Adjusting to Change in the Third World.* Queenstown, MD: Aspen Institute for Humanistic Studies, 1985.

This volume seeks to examine U.S. policy toward the Third World, pinpoint successes and failures, and draw lessons which might serve to guide future U.S. policies. Developed from three conferences bringing together distinguished authorities on U.S. foreign policy in 1983 and 1984, this work juxtaposes historical and contemporary case studies, with a primary purpose of identifying aspects from the historical cases which might have some application to similar current cases. The first of three sections looks at U.S. policy toward "unstable" regimes, with Rhodesia/Zimbabwe and Nicaragua used as historical cases and Namibia and El Salvador used as current cases. The second part focuses on "potentially unstable" regimes and uses Iran and South Vietnam as historical cases. This is particularly interesting in light of recent events, as the Philippines (along with South Africa) are the focus under current cases. A final section addresses U.S. policy toward revolutionary regimes in the Third World, with China and the People's Republic of Vietnam serving as the single historical and current case studies respectively. 140 pages. $7.00, plus $1.50 postage/handling cost.

Contact: Aspen Institute for Humanistic Studies, Publications Office, Aspen Institute at Wye Plantation, P.O. Box 150, Queenstown, MD 21658; (301) 827-7168.

World Encyclopedia of Peace. Elmsford, NY: Pergamon Press, 1986.

A special pre-publication offer from Pergamon Press involves a savings of $50 by ordering the *World Encyclopedia of Peace* before June 30, 1986. This is the work of over 350 scholars and experts from over 40 countries, with more than 500 articles and studies concerning concepts, theories, movements, initiatives, and milestones in the area of peace. In celebration of the United Nations International Year of Peace (1986), this 2000 page work in four volumes has: 500 alphabetically organized and cross-referenced articles; a directory of over 100 institutes and organizations related to peace; a classified and cross-referenced bibliography comprising over 1000 major citations of key sources in the literature for further study; a directory of over 200 key journals categorized by subject area; 70 major peace treaties; a chronology of peace covering 1815 to the present, plus other features. $250.00; $300.00 after June 30.

Contact: Pergamon Press, Fairview Park, Elmsford, NY 10523.

Vander Velde, Philip, and Hyung-chan Kim, Eds. *Global Mandate: Pedagogy for Peace.* Edina, MN: Bellwether Press, 1985.

Einstein warned that in the splitting of the atom this entire world changed, while mankind's way of thinking about the world did not. For this reason, he speculated, the world is heading towards "unparalleled disaster." This Handbook is concerned with the survival of Humankind and of Earth. Many writers contributed to the eight sections of this book. The sections are: Global Problems and World Order; Education and Nuclear War; Education and Human Rights; Education and Technological Limits; Education and the New Economic Order; Education and Communication; Education and Humankind in Nature; and Peace, Education and the Arms Race. The book is a call for everyone to work for peace. It concludes with a 13-page Select Bibliography, lists of Curriculum Guides and Resource Materials, Audio-Visual Materials, and Organizations. 400 pages. $25.35, plus $2.00 shipping/handling charge.

Contact: Burgess International Group, Inc., 7110 Ohms Lane, Edina, MN 55435; (612) 831-1344.

Forward Looking Strategies. Minneapolis, MN: Women, Public Policy and Development Project, 1985.

The Women, Public Policy and Development Project has condensed an 86-page-long document of *Forward Looking Strategies* for the advancement of women, adopted by government delegates from 157 countries at the U.N. World Conference on Women held last July in Nairobi, into 16 pages. This shortened version of the historic document, plus an explanatory foreward, an appendix on all the references to education, and a short version of the Convention on the Elimination of All Forms of Discrimination Against Women contains the original language of the document minus the extra verbiage. Copies are available for $3.00 (first class), and $2.50 (book rate). Make checks payable to the Humphrey Institute.

Contact: Women, Public Policy and Development Project, Hubert H. Humphrey Institute of Public Affairs, University of Minnesota, 301-19th Avenue South, Minneapolis, MN 55455; (612) 376-9785.

Area Studies

Walker, Brian W. *Authentic Development in Africa* (Headline Series, No. 274). New York: Foreign Policy Association, 1986.

This latest study from the Foreign Policy Association's Headline Series offers some new ideas about Africa and its problems. The author, who is president of the International Institute for Environment and Development, has traveled widely in Africa. He discusses population growth and family planning measures, political instability, the role of donor agencies, and Africa's spiraling rate of environmental bankruptcy. He evaluates some early warning systems aimed at famine prediction and explains how Africans themselves feel about certain issues. Viewing the continent as one presenting an "acute humanitarian challenge" to the rest of the world, he succinctly and informatively sums up the present state of Africa's crisis and concludes with six points leading to successful development. This 70-page primer for policymakers, students, and other concerned individuals is available for $4.00 per copy, plus $1.50 for postage and handling. Quantity discounts are available. The Headline Series is published five times a year; subscription rate is $15.00.

Contact: Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016; (212) 481-8450.

Know India. Washington, DC: Embassy of India, 1985.

The Festival of India (1985-1986), an 18-month celebration of Indian culture and arts which is taking place in institutions across the United States in 90 cities, is the occasion for a set of 11 booklets on various aspects of India. The 5 1/2" x 8 1/2" booklets, all but one of which are 24 pages in length, cover the following topics: (India's) Cities, Civilisation, Architecture, Cuisine, Classical Music, Dance, Fairs & Festivals, Sculpture & Painting, Science & Technology, Wildlife, and Women Today. Each booklet contains many colorful photographs depicting these areas of Indian culture. Several sets may still be available at this printing for free distribution to interested institutions.

Contact: N.N. Desai, Festival of India 1985-1986, Embassy of India, Washington, DC 20008.

Gibbs, Virginia G., Ed. *Latin America: Curriculum Materials for the Middle Grades.* Milwaukee, WI: Center for Latin America of the University of Wisconsin-Milwaukee, 1986.

A 400-page set of more than 90 innovative hands-on exercises covering Mexico, Venezuela, Peru, Brazil, Argentina, Central America, and the Caribbean has been prepared for teachers in the middle grades by the Center for Latin America at the University of Wisconsin-Milwaukee. Each lesson begins with a detailed teacher's outline which highlights the key concepts, vocabulary, materials, related activities, and references for the exercise. These outlines also aid teachers in targeting the lessons to a more advanced or elementary level, making the collection a valuable resource for any K-12 classroom. Containing easily reproducible materials, this unbound, 3-hole, 8 1/2" by 11" set has been indexed both by country and by concept. Another feature of this collection is a 20-page appendix of inexpensive current resources for teaching about Latin America. $19.95 each, plus $2.50 postage & handling (WI residents add 5% tax).

Contact: The University of Wisconsin-Milwaukee, College of Letters and Science, Center for Latin America, P.O. Box 413, Milwaukee, WI 53201.

A Guide to Films About the Soviet Union. Washington, DC: Committee for National Security, 1985.

Teachers, librarians, and other educators can choose from over 50 carefully evaluated films from as short as 11 minutes to as long as two hours with this film guide. Film topics include: arms control; culture and lifestyles; industry; religion; agriculture; geography; history; and politics. The detailed evaluations include essential information for schools and educators; community, cultural and international exchange organizations; world affairs groups and many other educational and civic groups. $5.00, plus 15% postage and handling.

Contact: Committee for National Security, 2000 P Street, NW, Suite 515, Washington, DC 20036; (202) 833-3140.

Condon, John C. *Good Neighbors: Communicating with the Mexicans.* Yarmouth, ME: Intercultural Press, Inc., 1985.

This cultural interaction study promotes understanding for better communication between Mexicans and North Americans. Anyone contemplating a first trip to Mexico will find this a valuable study. The author offers insight into how Mexicans and Americans perceive both themselves and each other and how their behaviors too often lead to cross-cultural misunderstanding. He briefly considers the role of history of the two peoples, and focuses more on the differing attitudes toward such things as individualism, character, respect, familial relationships, male-female relations, truth, sympathy, and emotion. The 89-page paperback closes with a chapter addressing some special concerns to managers and others who work with Mexicans on a day-to-day basis. $10.00, plus $1.00 for shipping and handling.

Contact: Intercultural Press, Inc., P.O. Box 768, Yarmouth, ME 04096; (207) 846-5168.

The World of Islam (13 part radio series). Concord, MA: Independent Broadcasting Associates, 1984.

The World of Islam is a 13-part series of half-hour radio documentaries exploring Islam as a faith, culture, and political ideology. Over 200 Muslims of both sexes in 15 Muslim countries, and representing a cross-section of occupations and opinions, were interviewed in 1982/83. The series, first broadcast in 1984, emphasizes the breadth and cultural unity of the Islamic world, while stressing the diversity within that unity. Funded by the National Endowment for the Humanities, the series is available in 60-minute cassettes, each containing two programs at a cost of $10 per cassette. Transcripts and study guides for all levels of education are also available.

Contact: The World of Islam, P.O. Box 342, Concord, MA 02742.

China Connections. Boston, MA: Community Learning Connections, Inc., 1985.

This ten-week curriculum unit was designed to help students in grades 6-9 teach themselves and think creatively and critically, as well as learn about the culture and people of China. Through the *Travel Agent Project* simulation, the student takes an active role in planning and completing his/her own education. The unit concentrates on six topics: Territory, Governing Units, Population and Land Use, Landforms, Waterways and Climates. Included in the packet are eight project contracts (approximately 8 pages each), a reference book (194 pages), a teacher's guide (135 pages), a class completion chart, and much more. Introductory price $382.50 plus a 2% discount if paid in full within 30 days of placing the order.

Contact: Community Learning Connections, Inc., 75 Mount Vernon Street, Boston, MA 02108; (617) 523-2922.

Hamke, Kerstin, and Uwe Kievelitz. *Climbing the Intercultural Ladder: The Gradual Adaptation Process to a Village Culture in Indonesia* (Occasional Papers in Intercultural Learning, No. 9). New York: AFS International, 1986.

This narrative account of two individuals' experience on an agricultural development project in Indonesia focuses on their reactions to the intercultural experience. The piece, enhanced by use of the authors' art and poetry, alternates the narrative with diary excerpts written during the actual stay. Beginning with their arrival in Jakarta, the two German participants describe the flavor of that land and introduce the reader to the attitudes and values prevalent there. They explain the Indonesian outlook on marriage and family tasks, the transportation system, the climate, learning to use the language, and the coming together of two cultures, as new friends are made. Through the authors' eyes, the reader learns about Ramadan, the Islamic fasting month, and vicariously experiences a painful intercultural encounter. The Occasional Papers in Intercultural Learning series includes five issues published over a period of approximately two years. $7.50 for the Papers numbered 10-14.

Contact: Occasional Papers in Intercultural Learning, AFS International/Intercultural Programs, Inc., 313 East 43rd Street, New York, NY 10017.

Newsletters

PERSPECTIVE is the quarterly newsletter of the Association of Teachers of Latin American Studies (ATLAS). Each issue presents eight pages of curriculum materials and news about Latin America. The March 1986 *PERSPECTIVE* reports on the Winter Conference for ATLAS members and announces ATLAS' most recent effort in curriculum development, *A Curriculum Guide on Brazil.* Some half dozen other resource works are also listed, as are conference and summer institute items relating to Latin America.

Contact: Association of Teachers of Latin American Studies, 252-58 63rd Avenue, Little Neck, NY 11362.

Founded in 1983, *The International American (TIA)* is the only newsletter of its kind available to overseas Americans. Read in over 80 countries, it is edited specifically for Americans working and living abroad, and focused entirely on their special needs, concerns, and interests. It covers such matters as: hard to find services abroad; taxes overseas; selling, negotiating, doing business abroad; adjusting to new cultures; security in tense countries; knowing the new country's laws, raising children in unfamiliar settings; gift-giving; health warnings; and "re-entry" to the U.S.A.

Contact: The International American, 201 East 36th Street, #19B, New York, NY 10016; (212) 685-4023.

The Times of the Americas is a biweekly national newspaper covering the social, political, and economic developments of South America, Central America, and the Caribbean. It is the only English-language newspaper in the world entirely dedicated to Hemisphere news. For nearly 30 years, *The Times* has been delivering timely political and economic news, thoughtful opinion and analysis pieces, culture and travel features, and a regular page of book reviews. Now, subscribers can receive a year and two months of *The Times* -- 30 issues instead of the annual 26 -- for the regular subscription price of $25.00.

Contact: Times-Americas Education Foundation, 910 17th Street, NW, Suite 521, Washington, DC 20006.

Upcoming Events

June 8-15, 1986 **Denmark**

Age and Youth: Visions and Dreams is the title of a Congress to be hosted by the Nordenfjord World University in Thy, Denmark to examine *The Collective Dreams of Young and Old for a More Peaceful World.* Co-sponsored by the International Senior Citizens Association and the Association for World Education, the Congress will include plenary sessions, workshops, small group meetings, field trips, and festivities. A pre-Congress tour of institutions for the young and old in Denmark will begin in Copenhagen on June 2, and from June 15-22 a tour of social institutions in Norway and Sweden is being offered. Three classes of accommodations are being offered -- first class ($660), tourist ($450), and economy ($300); the pre-Congress trip is approximately $510 per person and the post-Congress trip is $690.

Contact: Tobi Dress, International Senior Citizens Association, 1010 S. Flower, 4th Floor, Los Angeles, CA 90015; (213) 748-0510.

June 9-July 11, 1986 **Arizona/Mexico**

Educators, students, and interested persons might wish to learn about a new course in development education at Arizona State University. *Introduction to Theory and Practice of Development Education* is designed for personal work in the areas of global development, or international education. Students will spend one week at Food for the Hungry's Desert Center (Cave Creek, Arizona) and another week at Rancho La Argentina, Navajoa, Mexico. The course will begin and end on the Arizona State University campus. Six credit hours; $568 covers tuition and fees as well as lodging and meals.

Contact: Dr. Carlos J. Vallejo or Dr. Fred Staley, Department of Elementary Education, Arizona State University, Tempe, Arizona 85287; (602) 965-3113.

June 25-August 23, 1986 **China**

An opportunity to study Chinese at the Beijing Language Institute includes six weeks of language training and 13 travel days investigating Chinese culture. Anyone wishing to study beginning Chinese Mandarin or improve a knowledge of Chinese can take part in 20 teaching hours a week -- four hours a day, five days a week. Academic credit is available. Total cost is $2998, including round-trip air fare from San Francisco.

Contact: The U.S.-China Peoples Friendship Association (USCPFA), 2025 Eye Street, NW, Suite 715, Washington, DC 20006; (800) 368-5883.

June 30-July 11, 1986
July 14-25, 1986

New York

The 1986 Adelphi Global Education Summer Institute provides educators in all subjects and grades an opportunity to explore the content, techniques, and materials of global perspectives. Workshop I, *Infusing Global Education in the K-6, 7-12 Curriculum* (June 30-July 11) introduces the content, materials, and curricular methodology of global education. Themes include interdependence, cultural diversity, perceptions, and international issues. Strategies for infusing this content into the K-12 social studies and humanities curriculum will be presented. Workshop II, *America and the World* (July 14-25) will look at America's role in an interdependent world with special focus on six critical world areas: the USSR, Latin America, Africa, China, Europe and the Middle East. Educators with a letter of support from a school administrator will receive a $100 tuition scholarship toward the workshop(s); tuition for each is $627. A $25 registration fee is required with application by June 2, 1986.

Contact: Dr. Billie Robbins, ITES, Adelphi University, Garden City, NY 11530.

July 2-23, 1986

Japan

Educators who want to learn firsthand about Japan's cultural history and educational system will be interested in *Views of Japan*, a summer study/travel program that includes an opportunity to live with a Japanese family for six days and spend time in local schools. Participants will visit Tsumago, observe the colorful Gion Festival in Kyoto, and attend a five-day seminar there discussing aspects of Japanese society as they relate to Japanese education. There is also an optional overnight stay in a Zen Buddhist monastery. Through special arrangement with City University of New York, participants may earn up to three graduate credits. Cost for the three-week program is $2,716.

Contact: Helen Bechtolt, Educator Exchange Programs, Council on International Educational Exchange, 205 East 42nd Street, New York, NY 10017; (212) 661-1414, ext. 1207.

July 6-11, 1986

New Mexico

A one-week summer institute on implementing global education in the elementary classroom has been planned for 30 participants by Las Palomas de Taos in cooperation with the Center for Establishing Dialogue in Teaching and Learning (CEDTL). Designed specifically to meet the teaching needs of elementary teachers, the Institute entails work with major global themes such as culture, community, change, and interdependence. Applications must be received by May 30. A $540 fee covers lodging at the historic Mabel Dodge Luhan house, all meals, and all program and materials costs.

Contact: Carol Christine, Elementary Institute, Las Palomas de Taos, Box 3400, Taos, New Mexico 87571; (602) 897-6731.

August 1-7, 1986

Washington, DC

A summer institute for educators, students and other citizens is once again being planned by Global Education Outreach, Ltd., an organization concerned with teaching about the world. Activities will include workshops and briefings by government officials and scholars in residence. Participants will visit international organizations such as the Organization of American States, the World Bank, and the Agency for International Development. They will also visit embassies, the Smithsonian museums, Congress, the White House, and the Department of State. Workshops, concerned with free and inexpensive resources, will assist educators in teaching about the world. A side trip to historical southern Maryland, time spent on the Potomac River and Chesapeake Bay, and an evening at Ford's Theatre are also planned. A fee of $575 includes hotel, two meals daily, ground transportation, special events, and three graduate hours credit.

Contact: Fred Czarra, Global Education Outreach, Ltd., 1511 K Street, NW, Suite 842, Washington, DC 20005; (301) 461-4676.

August 1-21, 1986

Kenya

A three-week study tour to Kenya, with a focus on issues of environment and development, will leave from Boston on August 1, 1986 for twenty-one days. Organized by Cynthia Cole, an educator who worked with the Environmental Liaison Centre in Nairobi in 1981-82, the trip will include eight days in game parks on safari, six days of visits to rural and urban development projects, and visits to the coastal towns of Lamu and Mombassa, as well as time to explore the capitol city of Nairobi. The special interests of the 14 participating group members will help to shape activities. Air and ground costs will be $2,550.

Contact: Hewins Travel, P.O. Box 7140, Portland, ME 04112; 1-800-626-8600.

A team approach to internationalizing schools is an integral part of the School for International Training's Third Annual Global Education Summer Institute. Teams of teachers (both elementary and secondary level), administrators, and librarians from the same school are encouraged to partake in a three-part program leading toward the preparation of students to cope effectively within a global society. The three program components include: a two-day planning workshop on June 6 and 7 to introduce the goals of the program and relate them to local implementation. The August 17-23 workshop on how to integrate global education into the curriculum; and follow-up activities between October 1986 and January 1987 which involve on-site support from the program staff and networking with other program schools. This last component is available only to school districts in the northeastern U.S. which sponsor a workshop team of five or more educators. The total cost per team participant is $625. This includes an opportunity to apply for mini grants in connection with the follow-up workshops. Individuals may pay $490, which includes the Summer Institute only.

Contact: Dr. Howard Shapiro, Global Education Summer Institute, School for International Training, Brattleboro, VT 05301; (802) 254-4439.

August 18-22, 1986 — **Washington**

A three-credit Seattle Pacific University (SPU) course, *Integrating Instruction Using Multicultural/Global Perspectives*, will assist educators in the integration of their instruction by providing a practical method and materials to support, simplify, and enrich their teaching day. Participants will be exposed to the best of cultural awareness materials and participate in guided practice as they simplify and enrich their instruction. Scheduled on the SPU campus, the course will be taught by Terry Lindquist and Elaine Magnusson.

Contact: Elaine Magnusson, 11532 23rd NE, Seattle, WA 98125; (206) 364-3654.

CALENDAR RECAP

The following calendar items have been reviewed in earlier issues of ACCESS. The number of the issue is cited following the location.

May 16	1986 Global Awareness Day. NEW YORK, #60.
June 5-8	Third National Conference on Peacemaking and Conflict Resolution. COLORADO, #58.
July 14-Aug. 1	Nuclear Arms Race Summer Institute. CALIFORNIA, #61.
July 20-24	33rd World Assembly of the International Council on Education for Teaching. JAMAICA, #61.
July 20-25	"Science and Technology in a Global Age." COLORADO, #61.
July 20-27	The International Development Crisis and American Education. NEW MEXICO, #60.
July 27-Aug. 1	4th Annual Global Realities Institute NEW MEXICO, #61.
Aug. 5-14	Second annual "Summer Institute on International Security and Arms Control." CALIFORNIA, #61.
June 15-20	Sixth Annual Summer Institute on African and Latin American Studies for Social Science and Foreign Language Teachers. FLORIDA, #59.
June 16-20	International conference on Health and Environmental Effects of Ozone Modification and Climate Change. VIRGINIA, #61.
June 16-20	A summer institute concerning "Making Peace." MISSOURI, #61.
June 22-29	Asia Summer Institute. MICHIGAN, #61.
June 22-July 8	Travel/study visit to JAPAN, #59.
June 23-27	Japan: East and West. CONNECTICUT, #60.
June 23-27	Conference on International Inequality for Secondary Educators. CALIFORNIA, #61.
June 23-July 18	"Constitutionalism: Two Centuries of Freedom Under Law." CALIFORNIA, #61.
June 23-July 3 & July 28-Aug. 8	Two two-week summer institutes by the STUDY CANADA faculty at Western Washington University in conjunction with Expo 86. CANADA, #60.
June 24-July 9	"How to Design and Promote Successful International Study programs, Trips, and Tours." AUSTRIA, #59.
June 25-July 16	"Bicycling China's Schools." CHINA, #61.
June 26 July 2	"Educating with a Global Vision." ILLINOIS, #59.
June 28-July 27	Four-week study tour to Mozambique and Zimbabwe. AFRICA, #61.
June 30-Aug. 8	American Indians in American History. ILLINOIS, #60.
July 7-18	The Third Global Studies Summer Institute for New England educators. MASSACHUSETTS, #61.
JULY 7-25	The Pacific Rim: Geographical Relationships in a Changing World. WASHINGTON, #60.